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ABSTRACT

The handbook provides lessons in career education which may be infused into the social studies curriculum in grades K-12. Preceding the lessons, the document describes how the four components of the National Council for the Social Studies Curriculum Guidelines relate to career education. These components are knowledge, abilities, valuing, and social participation. Specific subject areas of anthropology, sociology, history, economics, geography, political science, U.S. and world history, government, and general social studies are discussed. Elementary level lessons include studies of community workers, parents' careers, assembly lines, and house designing. Middle school and middle/high school activities cover using the newspaper, reading maps, role playing, basic research skills in career education, values clarification, applying and interviewing for jobs, and personal finance. High school lessons include publishing a newspaper, examining the impact of underemployment through role play, a tax information and assistance project, investigation of women in the job market, labor-management negotiations, and changing work values. Lessons are outlined according to components, objectives, procedures, and follow-up activities. Suggestions are made as to courses and grade levels, but with slight modification the lessons are appropriate to other topics and grades. An annotated bibliography relevant to career education and definitions of basic career education terms are included. (KC)

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CAREER EDUCATION IN THE SOCIAL STUDIES

Carole L. Hahn, Editor

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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Preface

This handbook is one part of a larger project undertaken by the National Council for the Social Studies and funded by the Office of Career Education, U.S. Office of Education. Over the past year the project has developed three monographs on career education and social studies, established a clearinghouse of materials on the topic, conducted sessions at regional and national conventions, and published articles in *The Social Studies Professional*.

An initial draft of this handbook was reviewed by members of the NCSS Career Education Task Force, and by people who attended sessions we conducted at NCSS regional conventions in the Spring of 1979. We would like to give particular thanks to the task force members listed in the front of this handbook and to the following people who took the time to send us their reactions to the draft:

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We are indebted to the NCSS members who sent us material for infusing career education into social studies. Unfortunately, we were limited in the length of the handbook, so we could not print all of the material that was sent to us. We have tried to select ideas to represent the various ways in which social studies instruction from K-12 can relate to the world of work. The complete list of addresses of the authors of the lessons in the handbook follows, so that readers can write and let them know how the ideas were used.

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INTRODUCTION

What is the relationship of career education to social studies? That is a question social studies educators have wrestled with over the past five years. There seems to be general agreement that career education should not substitute for social studies instruction. Rather, the career education movement suggests a perspective which should be included among the several goals of social studies.

The NCSS Curriculum Guidelines provide a description of social studies which is a useful basis for seeing how career education should relate to the field. Social studies, as defined by these guidelines, is that portion of the curriculum which is primarily concerned with preparing the young "to be humane, rational, participating citizens in a world that is becoming increasingly interdependent."* Its primary purposes are education for citizenship in a democratic state and a global society, the enhancement of human dignity through learning, and a commitment to rational processes.

For many individuals, the ability and willingness to participate in the affairs of society, and their own sense of worth and dignity are intimately related to their ability to participate in satisfying work experiences, both paid and unpaid. Thus, one's role as a worker is intertwined with one's role as a citizen.

Career education has generally been defined as preparation for both paid and unpaid work. Such preparation occurs in social studies as students acquire knowledge, develop attitudes, clarify values, learn to interpret information critically, make decisions and practice social action. This handbook contains sample lessons from the four components of the social studies curriculum—knowledge, abilities, valuing, and social participation—which will help to prepare students for their roles as both citizen and worker. Through such experiences, it is hoped that students will perceive the relevance of what they are learning in school to other parts of their lives now and in the future.

While educators plan to relate social studies to the world of work, other social studies goals must not be forgotten. Global education, multiethnic education, consumer education, law-related education, a futures perspective, activities to eliminate race, age and sex bias, and education that presents the disciplines with intellectual honesty must be woven together with career education goals. A global view reminds us of the need to teach that one's work is part of a global economic system. For example, a revolution in Iran affected the price of petroleum, which in turn affected the demand for large automobiles, records, and solar panels, which in turn affected the demand for workers in related industries.

A futures perspective reminds us that the jobs we know today are likely to become obsolete within our lifetime. Rather than prepare youth for specific jobs, we should teach them generic skills and attitudes, like reading, reasoning, curiosity and flexibility, which will serve them well in a changing world. Multiethnic education suggests that students need to understand that ethnicity may influence one's view of work, and one's differences with co-workers from other ethnic groups. In confronting racism, sexism, and ageism, students will learn about discrimination in employment, and about laws for combatting it. Similarly, value analysis of protectionist legislation furthers both law-related and career education goals.

These examples are meant to show that different claims on the social studies curriculum should complement, rather than compete, with one another. To do this it is essential that careful attention be paid to sequence through grades K-12. The lessons in this handbook are to be infused into the social studies curriculum wherever they best fit in combination with other instruction. The courses and grade levels by which they are categorized are simply suggested because that is where they have been used. With slight modifications they may better fit other topics and other grades.

As mentioned earlier, the NCSS Curriculum Guidelines provide a useful framework for joining the parts of the puzzle. We will now elaborate on how the four components identified in those guidelines—knowledge, abilities, valuing, and social participation—relate to one theme among many: career education.

* "NCSS Curriculum Guidelines," *Social Education*, 43, (April, 1979), p. 262.

FOUR COMPONENTS OF SOCIAL STUDIES

Knowledge

Through the social studies, students acquire facts, concepts, and generalizations which they will use in their work and which will help them to understand work-related issues in different cultures and time periods.

Teaching Facts, Concepts, and Generalizations

Facts are difficult to retain as isolated bits of information. Yet we need to know many facts in order to build generalizations or to make decisions. Games are useful to get students to test their recall of facts and to obtain immediate feedback. Drill by way of games provides the "overlearning" that is needed. Facts related to many subjects learned in social studies are useful both "on the job" and in understanding the world of work.

In addition, social studies provides the opportunity to learn facts about many careers. Bingo, What's My Line, Concentration, and many other games can be adapted using career words or information. Middle school children like crossword puzzles and word find games. Students will also learn many facts about careers through personal experiences. Young children simulating the jobs in a store, or older students shadowing someone on the job for a day will acquire meaningful facts. Before students go on field trips, they should do some reading about the industry or site, hypothesize about working conditions and types of work, and then make observations in a log and test their hypotheses.

Students will also learn facts about particular careers as they do independent research projects. The school staff needs to decide who will make this assignment. Often the language arts teacher uses this as a vehicle to teach how to gather information in the library, organize it, and write a report. Students can research careers related to the arts or science as well as to social studies. The caution here is that someone be responsible for teaching research skills, but that the students not have the same task in each of their many courses.

Concepts are the categories used to group common phenomena according to their similar characteristics. 'Supply,' 'demand,' 'socialization,' and 'geographic influences' are examples of concepts from different social sciences which can help students understand work-related issues. Research has shown that concepts are best learned if the student is presented with the concept label, examples of the concept, opportunities to practice applying it, and immediate feedback. Sometimes, the use of non-examples is helpful also. Whether the definition is given or discovered depends on whether the lesson is taught deductively or inductively. But in either case the students need to practice applying the concept to new situations. The lessons on pages 00 and 00 follow two frequently used models for concept teaching.

Generalizations from history and the social sciences will enable students to comprehend the relationships between work and other aspects of society. Like concepts, they can be developed either inductively or deductively, but they must be continually applied to different cases to demonstrate their power. As students compare and contrast, test hypotheses, and relate findings from one lesson to earlier lessons they are building useful generalizations.

The section that follows contains concepts and generalizations from the various social sciences which relate to work. They were selected and adapted from chapters on the disciplines in the book *Teaching Strategies for the Social Studies* by James A. Banks (Addison-Wesley, 1977, 1979).

Anthropology

Concepts: "Culture trait" (smallest unit of culture—behavior or artifact). Job applications, W-2 forms and calculators are culture traits. "Culture complex" (interrelated culture traits). Reading advertisements for jobs, calling or writing for information, filling out applications and being interviewed are part of the job seeking complex. "Enculturation" (process by which one learns to participate in one's culture). Student teachers and medical interns are enculturated into their

professional subcultures. "Culture" is the shared beliefs, symbols, values, behavior patterns, artifacts, and other human made components of a society. Beliefs about the work that is appropriate, values toward work, and tools used in work are part of a culture. Alex Haley found that in the Mandinka culture, the griots memorize and tell the history of the culture. In traditional Scotland, the dry-stone dykers build stone walls, in England, the thatchers repair roofs. Many cultures have midwives to deliver babies. And every culture has a different word for the shaman or sorcerer, and for the political leader.

Generalizations:

1. When one part of a culture changes, many parts change. The development of the automobile (or the television) led to many changes in culture, including changes in paid and unpaid work.
2. "All societies have traditional ceremonies and rituals to signal and mark important status changes in a person's life (rites of passage)." Retirement has such a ritual in our culture. Parties are often given in honor of job promotions.
3. Humans are tool making and using animals. Note the tools used by workers in different cultures.
4. Cultural diffusion and acculturation sometimes create new jobs. (Demand for people who cook North Chinese Cuisine).

Sociology

Concepts: Role, Status, Socialization, Norm, Sanction (what sanctions do employers and fellow employees use to ensure that norms are followed?), Institution, Demography.

Generalizations:

1. "All characteristically human behavior is learned from other human beings." Examine: How are children today socialized to career aspirations?
2. "Every society consists of smaller units such as social classes, racial and ethnic groups, communities, clubs, associations." Careers influence the groups one belongs to, and the group one belongs to influences one's choice of career. (Interview adults to see if this is true.)
3. "Groups are often the victims of discrimination and prejudice because of age, sex, religious, or cultural differences." (Find out what groups have been discriminated against in obtaining particular jobs. Interview adults to see if they have ever been discriminated against, participated in discrimination or heard of discrimination in their work—include some real estate brokers, small business owners, some minorities.)
4. Changing role of family affects work and vice versa.

History

Concepts: Change, Conflict, Revolution, Civilization, Historical Bias, Propaganda, Boom/Depression Cycles, Migrations, Feudalism, Tariffs, Inventions, Exploration, Immigrations, and Transportation.

Generalizations:

1. "A historian's view of the past is influenced by the availability of evidence, his or her personal biases and purposes for writing, and the society and times in which he or she lives."
   a. compare various accounts of slave work
   b. compare accounts of working conditions given by employer, union organizers, and people opposed to child labor.
2. "Human society is characterized by change."
   a. examine changes in tools, requirements, working conditions and jobs within one industry over 100 years.
   b. examine changes in characteristics of workers in one industry over time.
3. For any time period under study, note who did what kind of work, working conditions, relationship of work to other parts of life. Especially note the effect of historic events on work; e.g., World War II on women in the U.S. and British labor forces. Note careers that no longer exist.

Economics

Concepts: Assembly line, mass production, supply and demand of/for workers in a given industry, region. Producers of goods and services are workers. Interdependence of workers, division of labor and specialization. Opportunity cost of staying in school rather than taking a job. Gross income (total amount of money earned before taxes), net income, (excluding taxes and fringe benefits), business organizations, allocation of resources influences job opportunities, business cycles, marginal utility, global economic interactions, inflation, multinational corporation.

Generalizations:

1. "Dependence has increased." Test within various industries. See effect of a strike in the U.S. Use global examples.
2. "Part of increased productivity has led to an increase in leisure time which has created a demand for new goods and services, and for workers to produce them." Apply to local community.
3. "In the market economy, government has become a competitor and also a creator of economic opportunities." Interview local government officials and members of the Chamber of Commerce to test this.
4. Government regulation of business affects work.

Geography

Concepts: "Sphere of influence." The space or distance that people travel to reach a city for work and leisure. "Central business district" is the major center for trade or business in an urban area.

Generalizations:

1. "The natural environment may set the broad limits of economic life in a region, but it is people who determine its specific character within the limits of the culture." Apply this to the kinds of work done in several different cities and rural areas around the world.
2. "The processes of production, exchange, distribution, and consumption of goods have a geographic orientation and vary in part with geographic influence." Apply this to interdependence of workers in a region. Note the effect of a strike. As students study countries or regions of the world, identify major industries, and note careers supported by the industry. Continually ask what is the relationship between geography and work.

Political Science

Concepts: "Power." Note which jobs have more or less power than others. "Interest group." What groups besides the American Medical Association, the American Bar Association and the National Education Association become politically active to serve members with a similar occupation? "Government." What decisions have governments made which affect work?

Generalizations:

1. "Rules and laws reflect the basic values within a society or institution." How have changes in laws affecting workers changed as values have changed?
2. Political party identification is related to occupation. Interview a political scientist at a nearby college, and a local politician to test this.

While teaching the above facts, concepts, and generalizations, the social studies teacher often has the opportunity to provide information about particular careers which use knowledge from the social studies. The list below is only a starting point. The school library has resources for students to learn about these and many other social studies related careers.

Careers which use a background in:

Anthropology: Cultural and physical anthropologists; archeologists; museum curators; applied anthropologists who serve as advisers on bicultural education to school systems, who serve as advisers to public health programs serving different cultures, or who serve as advisers to gov-

ernment health, education and welfare programs servicing subcultures in the U.S.; missionaries; teachers, ministers, and teachers working among subcultural groups; and employees in multinational corporations who may live outside the U.S.

Sociology. Sociologist, teacher, social worker, social psychologist, government adviser, census worker.

Economics. Teacher, professor, economic adviser for government, worker in management or marketing aspects of business.

History. History teachers and professors, genealogists, archivists, tour guides at preserved sites, volunteers who work for preservation and restoration.

Geography. Teacher, professor of geography, cartographer, meterologist, geologist, oceanographer, ecological geographer, geodetic surveyors, city planner.

Political Science. Teacher, political science professor, government bureaucrat, elected or appointed government worker, lobbyist, attorney.

Psychology. Clinical psychologist, experimental psychologist, industrial psychologist, educational psychologist, teacher, career or personal counselor, therapist.

Any social sciences. Teacher's aide, law, business, city and state government agencies, minister, author, editor, reporter, scriptwriter, politician, statistician, public relations, police, stock broker, sales, *etc.*

Abilities

Development of abilities in social studies can also foster career education. Included in the ability concept are intellectual, data processing and human relations competencies. In one's role as a worker, as well as in one's role as a consumer, citizen or family member, it is important to be able to observe, to infer, to generalize from data, and to think divergently. Similarly, one must master skills of critically reading text, tables, charts, graphs, and maps. One must be able to express himself or herself orally and in writing. One also needs to develop social competencies—sensitivity to others, communication skills, and abilities to cope with conflict and authority. But the key ability needed by both citizens and workers is decision making. It must be practiced in social studies.

Many jobs require artistic, mechanical and creative abilities which can be developed in social studies. Projects which enable students to paint murals, draw cartoons or pictures, make dioramas, create a puppet show or dramatization, make costumes and props, construct models, write scripts or creative stories, take photographs and make slide tape presentations in their social studies lessons help prepare students for both paid and unpaid work. Even the ability to memorize, which is often developed in social studies, is useful for most jobs.

Approaches involving learning centers, contracts, and independent research projects help students develop the ability to implement goals and to carry out a task without constant supervision. Through group projects, students learn how to compromise, and how to work with others to get a task done. Interviewing teaches students how to establish rapport.

The list that follows and most of the lessons in this handbook suggest ideas for developing student abilities.

A Few Ideas for Developing Abilities That Are Needed in One's Work

Elementary

1. What are the vocations and avocations of adults in our community?
2. What kind of work are males and females presented as doing in our school textbooks?
3. Interview workers about what they do on the job, what they like about it, and what they do not like.

Sociology

1. Read census data. Relate occupation to other variables. Form generalizations. Hypothesize about reasons for trends.
2. Conduct inquiry into: What status do various careers have in our community? Ask adults to rank order a list of 15 occupations. Ask students to do the same. Compare and contrast with national studies of status.
3. How does volunteerism affect life in our community? Interview people who run volunteer or community agencies. Note demographic characteristics of who volunteers. Note the kinds of social problems volunteers work on.
4. How are young people socialized to career aspirations?

Economics

1. What would be the effect of counting volunteerism into the gross national product?
2. Practice reading financial statements, stock reports.

Government

1. Collect information in library; then organize, write a paper, or give an oral presentation on: What is civil service like? Or what work is done by political interest groups?
2. Conduct inquiry into our community. What percentage of adults in our community have ever worked for the government, have ever done paid or unpaid work for a political interest group, have ever been elected to or appointed to public office, or have ever worked for the Civil Service?

U.S. History

1. How have technological developments affected careers? With each unit, add data to a chart—or individual student projects for particular inventions or time periods.
2. For any period—e.g., Colonial—identify careers. Compare to those listed in Occupational Handbook today as to demand.
3. Examine census data or almanacs for information on occupations for each period studied. Form generalizations.
4. Construct models of inventions.
5. Make costumes for dramatizations.
6. Write newspaper articles about historic events.
7. Read case studies of workers.
8. Interview older people about the effect wars or depression had on their work.

World History

1. Same as #1 for U.S. History.
2. Compare the work of craftspeople in different cultures and periods. Note how their work related to their political and social status.
3. How did the Industrial Revolution affect work?
4. Construct models of inventions.

World Cultures

1. Compare and contrast the lives of people doing similar work in different countries today.
2. When studying Holland, construct models of windmills; when studying the Suez, construct models of locks.
3. Draw scenes in urban and rural settings.
4. Cook and serve food from various cultures.

Problems Course or General Social Studies

1. What kinds of propaganda techniques are used to recruit employees?
2. How are workers presented in television programs? Advertisements?

Valuing

Values education is an important aspect of both career education and social studies education. Students ought to understand relationships among individual, cultural, and global values. Indoctrination, however, is both ineffectual and incompatible with the principles of a free society. Social studies can provide opportunities for free examination of the value dilemmas underlying social issues and problems that affect the everyday lives of students and of society.

Further, the values practiced in school can exert a powerful influence on students. Justice, free speech, decision-making opportunities, the right of privacy and denial of racism and sexism demonstrate a commitment to human dignity and rational processes. Values thus modeled in school may become important influences on career value decisions. Many of the self-awareness activities found in career education guides develop student sensitivity to their own values. Open-ended stories, study prints and role play can be used as springboards to value analysis by young children. Textbook entries, newspaper articles, case studies and inquiry lessons may serve as the stimuli to value analysis for middle school and high school students. The list that follows suggests many value dilemmas related to work which students can investigate in social studies.*

1. How much regulation of salaries is desirable?
2. Should people pay income tax on tips?
3. Should employers of baby sitters and domestic workers pay social security?
4. Should we legalize marijuana, gambling and prostitution so they can be taxed?
5. Should we require the federal government to balance the budget? (Consider effects on jobs)
6. Should government require mandatory public service?
7. Should some people be restricted from holding jobs?
8. Would you work for a company that . . . (outcomes conflict with your values)?
9. Should volunteerism be reduced to open up more paid jobs?
10. Should housepeople be paid?
11. Should teenagers be paid minimum wage?
12. Should there be a minimum working age? Maximum retirement age?
13. Should managers protect safety of labor?
14. Should individuals and corporations be treated differently in the justice system?
15. Should we return to single crafts?
16. Should a worker be responsible for quality of output?
17. Who should get paid the most? (garbage workers, athletes, doctors, priests)
18. Should we allow public monopolies?
19. Who should be able to strike?
20. Should we fight to preserve small businesses—farms?
21. Should we promote pure competition?
22. Should you owe allegiance to your company or to self? To company or to government?
23. Should companies be boycotted or blacklisted that do business with . . .
24. Should states have right to work laws?
25. Should we have dual education (vocational education vs. college prep curriculum)?
26. Should government use business to force social change? (civil rights funding—discrimination—environment, lane for carpoolers)
27. Should there be residential requirements for city jobs?
28. Should there be non-smoking areas required in all work areas?
29. Should industries be nationalized in an emergency?
30. Should the President require mandatory freezes on wages and prices?
31. Should a high school diploma be required for employment?
32. What voice should workers have in decisions of corporation?
33. Should worker have more choice in occupation?
34. Should someone be responsible for creating jobs for displaced workers?

* List generated by NCSS/Career Education Southeastern Task Force: Paul Raley, John Alexander, Jean Mays, Jo Hughes, Paul Puryear, and Carole Hahn.

35. Should we allow obsolete jobs to exist?
36. Should you report all income earned?
37. Would you make compromises to get (keep) promotion in job?
38. Should a person be willing to relocate to continue working for an employer?
39. Should a company be able to require you to move to keep your job?
40. Should civil service be abolished?
41. On what basis promotion? Merit?
42. Should companies require a dress code?
43. Should nepotism rules be abolished?
44. Should the ERA be passed? (Consider effects on jobs)
45. Should every occupation have a code of ethics? How should they be enforced?
46. Should an employee be protected from firing if he or she refuses to work on some days for religious reasons?
47. Should employers be able to ban unions? Should employees be required to join unions? Would you join a union? (Invite speakers from both sides)
48. Would you prefer to work for a low fixed wage with a bonus based on sales or a guaranteed annual income with no bonuses?

Social Participation

Social participation, the fourth component of the social studies, calls for individual behavior guided by the values of human dignity and rationality and directed toward the resolution of problems confronting society. Much of the work of citizens in our society falls into the area of "social participation," whether it be paid or unpaid.

In social studies, students can learn skills and attitudes which will be useful to them as volunteers and in their occupations. Social participation activities are the outgrowth of careful study and value analysis. The purpose is to enable students to do something to help improve society. The best activities are those in which students can have the most impact. These activities are voluntary—as is social action for adult citizens. At the end of a unit of study, teachers and students together may brainstorm possible action projects. Below is a list of a few possibilities to get you started thinking about what social action projects would be most appropriate to follow student inquiry in your classes.

Conduct surveys
Letters to the editor of local paper
Clean up campaigns
Participate in political campaigns
Organize a business
Monitor CB channels
Placement service by kids
Community services—candy stripers, volunteers in mental facilities or convalescent homes
Write editorials for school newspaper
Collect—recycle (paper, aluminum, glass)
Prepare materials for younger students
Prepare book on great achievements by youth
School elections—effective student council
Publicize conditions in local industries
Executive intern program
Lunch committee—plan school menu
Organize a union for babysitters and yardworkers in the neighborhood
Take plan of action for change to owners where students work, organize strike and pay consequences
Help immigrants who recently moved into the community
Make maps showing where small businesses are, agencies, recreation
Disseminate information to public about agencies' services
Create a community resource guide
Bring in senior citizen to interview about job and readjustment

Use senior citizens to contribute to our school
Bring in handicapped people to talk about their needs as workers
Civil defense emergency rescue
Students invite speakers, be responsible for directions to school and all other arrangements
Participate in Title I, advisory council
After studying who makes our toys, give the toys to a day care center

Finally, in planning social studies instruction which will help students to understand and participate effectively in the world of work it is important to keep in mind "the relationship among knowledge, abilities, valuing, and social participation is tight and dynamic. Each interacts with the others. Each nourishes the others."*

*"NCSS Curriculum Guidelines," *Social Education*, 43 (April, 1979), p. 266.

Knowledge — Primary

Tools

To introduce children to the idea that humans make and use tools, give students the opportunity to handle tools used on different jobs: hammer, typewriter, pen, scissors, paintbrush. In picture books have children identify tools used by various workers around the world. Reinforce with a game (possibly in center) where they match the worker with the appropriate tool (using either pictures or words).

Abilities (Writing) — Elementary

Lids on Activity Center

by Cynthia Constant, Ann Vaughn, Gary Vaughn, Cleveland, Tennessee
Submitted by Trudy Banta, Tennessee

Which hat fits your imagination?
Try on different hats in front of the mirror.
Wear the hat while you work on this activity.
Write a paragraph to tell about your life (in your new hat).
Some questions to help you.

1. Do you have a family?
2. Where do you live?
3. Do you live in a house or apartment?
4. Where do you work?
5. How do you get to work?
6. What time do you go to work?
7. Who do you work with?
8. What do you do on your job?
9. Do you like your work? Why?
10. What is your best friend like?
11. How much money do you make?
12. How do you spend it (money)?

Abilities — Primary

Inquiry Lesson(s)

by Nancy Farmer, Georgia

Objectives: When presented with the question "Why did our parents choose their jobs?" the students will:

a) state relevant hypotheses
b) collect data—interview technique
c) analyze the data for common responses and in relation to the original hypotheses
d) write a generalization to answer the question

Problem and hypothesis formation:

a) Discuss the concept *job* and why people have jobs.
b) Start a chart listing all the job titles of the children's parents.
c) Ask the class questions such as:
   1. Why do you suppose Bebi's father chose to be a horologist?
   2. Why do you think Michelle's mother is a housewife?
   3. Why do you think Stephen's mother wanted to be a doctor?
d) Go through the whole list and fill in the students responses on the chart. (Final question: Why do you think people have the jobs they do?)

Data Collection: Homework assignment—Have children talk to their parents about their jobs, and why they chose them.

Analysis of Data:

a) Fill in the students' findings on the chart. The completed chart might look like this:

Why did our Parents Choose their Jobs?

Jobs	Our Guesses	Their Reasons
mechanic	likes cars	
housewife	likes to stay home	

b) Discuss the data with questions such as:
   1. Which of our guesses (also explain and use the term *hypotheses*) were correct?
   2. Do you see any answers which several parents gave? Which reasons were most often given?

Deriving a Generalization: After discussing the data as a class, have each child write a sentence or sentences to answer the question "Why did our parents choose their jobs?"

Knowledge Abilities **Elementary**

Self Awareness and Career Awareness

by Richard Steele, Michigan

I. My Family

Each child, with the help of a parent, constructs a family tree listing on the tree the occupations of parents, grandparents, aunts, uncles. Then discuss (1) do some occupations run in the family? (2) which people required special education for their careers? (3) have some people had one occupation and then changed to another? (4) do you think you might be interested in any occupation a family member has or had at one time?

II. Workers

Children bring pictures from newspapers and magazines about unusual occupations. The children then mount the pictures on construction paper and write about the occupation after researching it. The pictures and reports can be put into a class book.

Play "What's My Line" and try to stump the panel with unusual careers or occupations.

Game—After having studied workers, write three things about each worker on a card. Example:

I work in a bank
I take the money you want to save
You can pay your electric bill at my window

Who am I? (bank teller)

The children use this game in a small group. Each child selects a card, reads it, and may keep the card if he or she can answer the question correctly. Child with the most cards wins.

Knowledge (goods and services, taxes)
Abilities (conceptualization)

Elementary
Mainstreaming

Community Workers

by Betty Anderson, Oklahoma
Submitted by Earlene Parr, OK

GOALS:

1. To develop an awareness of community workers and what their jobs are.
2. To develop in the student an appreciation for the production of every worker.
3. Police produce a service; many of our children look on the police department as a negative "group". They should know that there are many positive services which police perform.
4. To help the students distinguish between workers that produce goods and those who produce services.
5. To introduce the concept that government supplies services that we cannot supply ourselves.
6. To show the services provided for the people by the city government.
7. To show that families share the cost of many goods and services through the taxes they pay.
8. To acquaint the pupils with the fact that families pay money to the government in the form of taxes and the government uses this tax money to operate.
9. To acquaint the student with some of the people supplying services who are paid by the city government through taxation.
10. To help pupils to see how agencies provided by city government are essential in satisfying some of the wants and needs we all have.
11. To help pupils realize that most people receive incomes from working outside the home.
12. To help pupils see how income is earned.

ECONOMIC IDEAS:

1. Producing goods and services is a valuable and essential contribution to society.
2. A person who performs services and produces goods is a producer.
3. Governments are groups of people working together to satisfy those wants which individuals cannot achieve working alone.
4. Families share the cost of many goods and services purchased by the government.
5. The government receives money from taxes to provide goods and services for all families.
6. Members of society provide income to government at all levels in the form of taxes.
7. The city government consists of people working together to solve problems at the local level.
8. City government provides both fire and police protection for the members of the city.
9. City government provides both goods and services for the satisfaction of the wants of the members of the city.
10. Taxes are used to provide services for many people.
11. City government helps to keep the city orderly and healthy.
12. Goods and services provided by government are not free. (Although people may not be conscious of paying taxes on gasoline, cosmetics, or food, they are, nevertheless, paying for them.)
13. Some things belong to everyone. Goods and services provided by government are paid for by taxes. Everyone benefits in some way from use of these goods and services.

STEP BY STEP PROCEDURE:

1. Discuss who pays the firefighters, police and teachers their salaries.
2. Discuss taxes, who pays them and what the money goes for.
3. Have a police officer of the local Police Department come to talk to the children.
4. Plan and take trip to the local Police Department.

5. Write letters of thanks to officer and to the local Police Department.
6. Discuss who pays the salaries of the druggist, the grocer, the doctor and the service station attendant.
7. Pass out ditto sheets about various community workers. Discuss who pays each salary. Pass out only one sheet per day as the students can only handle one profession at a time.
8. Review yesterday's sheet and pass out another sheet. Discuss who pays both of their salaries and have children color them.
9. Begin a bulletin board about Community Workers. Under the Community Workers divide the board into two sections. Head one section "Taxes pay me." Head the other section "Business pays me".
10. Each day have the students decide which side their picture should go under and pick the best one to go on the bulletin board.
11. As you are discussing who pays the salaries of the worker, also begin to bring up producers of goods and producers of services.
12. Have the children make a scrap book of their Community Workers. See if they can place the sheet under two headings, "Business pays me" and "Taxes pay me".
13. Every day reinforce this concept and begin emphasizing more the producers of goods and producers of services.
14. Change Bulletin board headings to read "Producers of Goods" and "Producers of Services".
15. Have children decide which workers go under which heading.
16. Have children make a scrap book deciding for themselves which worker goes under which heading.
17. Contribute scrapbooks to library, to a day care center, or explain the scrapbook to younger children.

MEANS OF EVALUATING THE PROJECT:

Evaluation was made by teacher observation and the correctness of their scrap books. We used the same sheets for both scrap books. Students were to place the picture of each worker under the correct heading "Taxes pay me" or "Business pays me" and the teacher would check it for correctness. Students then made new headings (Producers of Goods and Producers of Services) and placed the pictures of each worker under the correct heading. The teacher then checked this for correctness. After both exercises were completed the students could choose which headings they wanted to have for their scrapbooks.

REINFORCEMENT:

Make a game with cards for students to practice grouping cards periodically.

EXTENSION:

Have children look at picture books of communities all over the world. Identify the goods and services produced and whether or not the workers are paid by taxes.

Knowledge — Elementary

Parents as Resources

Submitted by Richard Steele, Michigan

Parents representing a broad base of careers make a classroom presentation illustrating aspects of their work. Wherever possible, actual work situations are discussed, accompanied by pictures, uniforms, and other paraphernalia characteristic of the field of work.

Teacher Involvement:

1. Become acquainted with the types of work performed by the parents.
2. Contact those parents who represent a variety of work or careers to participate in the program.
3. Orient parents on the purpose of the activity before the program is started.
4. Prepare the students for the activity by making the necessary preparation to ensure that each parent, irrespective of his or her occupation, is treated with dignity and respect and that status is given to each career.
5. Provide an experience whereby the children would list the contributions they feel the different occupations provide.
6. Assist the students in understanding how many of these jobs relate to tasks in the home; for example, preparing meals and serving them (restaurant work), housecleaning (hotel management), grocery shopping (purchasing agent), paying bills (business management), repairing the car (auto mechanic), caring for the lawn and yard (landscaping).

Follow-Up Activities:

Immediately following the activity, teachers should provide an opportunity for the students to become involved in learning about tasks related to the careers of their parents. For example, if a father is employed as a bus driver, let a student review the meaning and significance of traffic signals.

The teacher may wish to provide opportunities for the students to visit the worksite of one particular parent. For example, if a mother is a nurse, the class could visit a hospital (with the proper permission from the head of staff) so that the students could receive additional stimuli from an orientation on careers in the realm of medicine.

Abilities (generalizing, social skills) — Elementary
Knowledge (concept and generalization)

Assembly Line

by Nancy Farmer, Georgia

Objectives: The students will:

1. participate in or observe an assembly-line process
2. compare and contrast the assembly-line method with each person making the complete product and make generalizations about the two processes.

Materials:

Tissue paper, wooden dowels, string, rags, etc., for making kites. Room set up to facilitate process.

Procedure:

1. On the chalkboard, diagram the process step by step.
2. Assign the class to teams—one team where each child makes his or her own kite: the other team on an assembly line basis.
3. Make the kites.
4. Upon completion, have the class compare and contrast the two methods and make generalizations. (Co-operation is essential. The assembly-line process is more efficient in terms of time, quality and amount of material used. The individually made kites are more personal.)

Evaluation:

Were the children able to work together? Were they able to make generalizations and determine reasons for the statements?

Adaptation:

Less complex items can be made by younger children, more complex items by older children. Consider valentines, or crafts from various cultures. Invite someone who works on an assembly line and a craftsperson who makes a complete product to speak to the class. [Plan] field trips for older children to view complex relations of production.

Abilities (writing)
Valuing
Social Participation

Elementary

"Who are We" Newspapers

by Sherry Jones, Montana

Each student makes an individual newspaper. In it he or she has things like: the most interesting thing that has happened in my life, my most embarrassing moment, my happiest moment, my family, what I like to do, what I don't like to do. The lesson needs to be motivated and discussed before the actual creative writing to get the children going. Also, don't limit the type of creativity—poems, stories, cartoon, etc. should all be acceptable. Post the newspapers. Students read. Compare and contrast.

Compile a newspaper about "our class". Send it home to parents weekly or monthly to inform.

Discuss careers related to producing a newspaper. Invite speakers from local newspaper.

Look at newspapers from around the world. (Newspapers can be obtained in travel, from friends, from libraries, from embassies).

Social Participation

Elementary

Mapping

Draw a map of your classroom, library, or school to give to new students.

Draw a map of your school to show exits in a fire or other emergency. Post in appropriate place.

Collect maps from amusement parks, family trips, etc. to keep in a classroom center, or in a file of maps in the library.

Discuss who makes maps and how people use maps in their work.

Abilities (mapping, computing) **Elementary**

Design A House

by Sherry Jones, Montana

Draw a floor plan for a house. Draw to scale, measure square footage for carpet, plan for efficient plumbing, talk about building site and terrain problems.

The pupils will furnish their house using a catalogue. Select furnishings. Compute total costs, arrange the furniture, to scale with the floor plan.

Have pupils compute the total cost using a $ per square foot figure according to the current market cost and compute the total cost for the furnishings.

Discuss careers involved with designing, building, selling and furnishing a house. Look at pictures of homes in different cultures. Compare and contrast.

Knowledge (history) **Elementary**
Abilities (testing hypotheses)

Inquiry into Community Change

by Nancy Alderman, Georgia

Objectives of Inquiry Problem Lesson:

1. The student will be able to state the following generalization in his or her own words: Some jobs that people used to do are no longer needed.
2. When given a situation in which there are jobs that are no longer needed the student will be able to describe why the job is no longer needed.

Problem and Hypothesis Formulation:

The teacher reads *The People on Long Ago Street*. The story tells about several of the workers children came into contact with before the days of cars, television, and radio. The teacher asks the class:

What work did the adults do in this book?

Which jobs are no longer needed?

Why are these jobs no longer needed?

Which jobs are still needed today?

The teacher explicitly states the inquiry problem and writes it on a chart. We will be trying to answer this question:

Why are some jobs that were once necessary to the life of the community no longer necessary?

The teacher solicits hypotheses from the children: You have heard a story about some jobs that are no longer necessary. Think about these and other jobs you may know about that are no longer necessary:

What are some of the reasons the jobs are no longer needed?

The children state their hypotheses and the teacher writes them on the chart:

People have different kinds of entertainment they like.

People have different modes of transportation.

People have different kinds of machines to help them today.

Definition of terms:

Teacher: Let's all agree about what a *job* is. A job can be what a person does to earn money to live on or a job can be what main thing a person does to help others or otherwise to occupy his or her time. *Necessary* means that it cannot be [omitted] without causing some great hardship. *Community* means the people living in a particular place.

Collection of Data:

Teacher: We are ready to learn more about why certain jobs are no longer necessary. You have gotten some ideas from the book I read. Where might you find out some more ideas?

The children respond:

We could watch "Little House on the Prairie" on T.V.

We could ask the oldest people we know.

We could read more books.

We could look at pictures of people of long ago.

We could look in the want ads in the paper and see if some of the new jobs would help us think of what old jobs they might be replacing.

Teacher: You have suggested ways in which we could learn more about why some jobs are no longer necessary. Perhaps you would like to work in groups to report on the findings of these various sources of information.

Evaluation and Analysis of Data:

Following each group presentation, the class will analyze the information.

The children should use the following questions to help them analyze:

How do we know that the portrait of life in "Little House on the Prairie" is a true picture of life of that time and place?

Would this portrait be true of other places at the same time?

How did the stories you read agree and disagree about jobs that are no longer necessary?

How would *you* decide about how representative the pictures were of their time and place?

How would we be sure the old people we interviewed were remembering the past as it really was?

Testing Hypothesis: Deriving Generalizations

Because so much data had been collected during the reports, students will list jobs that are no longer needed along with reasons why they are not needed. Using this chart, the students will group similar reasons for why jobs are no longer necessary. They will compare these generalizations to the ones they formed at first. They will draw conclusions about these reasons and also about what they may need to study more about.

Evaluation:

The students are required to state the following generalization in their own words:

Some jobs that people used to do are no longer needed.

The teacher reads a situation in which there are several jobs that are no longer needed. The student will be asked to tell why these jobs are not needed anymore.

Knowledge
Abilities (categorizing, generalizing)
Valuing
Social Participation

Elementary

Is This Where I Want to Live?

by Barbara Ainsworth, Iowa

Objectives:

Elementary students in a rural area will be able to:

1. Evaluate their attitudes toward their community.
2. Analyze the opportunities offered by their community.

Activity:

Ask students to list the things they like about their small community and surrounding rural area. Then ask them to list things they don't like about the area. Help them categorize the lists into a few basic topics, such as "location," "things to do," and "people".

Help students consider the trade-offs. Why do people live where they do? What do they give up? What do they gain?

Ask students to list three aspects of a lifestyle which would be important to them personally. Can those desires be met in their community?

This study can be broadened to a series of interviews with people in various careers in the community. Students should ask why the individual has chosen to live in or near the community and what favorable aspects of his or her lifestyle the person feels the community provides.

Classroom visits with people who have grown up in the area, left for awhile and returned are particularly interesting as students discuss the relationship between local opportunities and their own chosen lifestyle.

Knowledge
Abilities

Elementary

The Archaeologist

by Gloria Brownlee, Sandra Humble, Jay Yates, Charleston, Tennessee
Submitted by Trudy Banta, Tennessee

Source:

Reading Book—*Tell Me How the Sun Rose*, Level II, Ginn Series-Reading 720, page 302. "Tragedy of the Tar Pits," — story concerns the fossil deposits in the Tar Pits in Los Angeles, California, formed during the Ice Age.

Objectives:

1. The student will be able to discuss what an archaeologist does.
2. The student will be able to work in a group of four or five students.
3. Each group will construct a "burial ground" for an "archaeological dig."
4. The student will be able to identify words associated with the study of archaeology.

Activities:

1. Students will read and discuss the story, "Tragedy of the Tar Pits."
2. Students will locate Los Angeles on a small map of the United States.
3. Students will draw their impressions of animals who fell into the Tar Pits long ago.

Task 1:

Find Los Angeles on a map of the U.S.

Task 2:

1. The class will be divided into five groups.
2. Each group will have a shoe box or medium-sized cardboard box, red clay, and other types of soil, and water.
3. Various small objects or bits of objects will be buried in the boxes filled with dirt.
4. Each box will be set in the window, or outside, if possible, and will be watered each day for a week. (This is to simulate weathering).
5. Each box will be left in the sun for the dirt to harden for at least two weeks.
6. At the end of two weeks, the boxes will be exchanged in the groups.
7. Each group will have a "burial ground" to chip away with old forks, spoons, or sticks, and the objects will be identified.
8. One person in each group will make a list of the objects found, or what they think the object is.

Task 3:

Name _____
Last First Middle

Word Search

e	a	c	a	a	r	t	i	f	a	c	t	s	d	r	p	u	p	a
x	r	h	b	n	e	f	h	i	s	t	o	r	y	e	q	v	r	r
c	h	r	c	c	g	w	o	r	k	z	a	b	c	c	r	w	e	c
a	a	o	d	i	n	f	o	r	m	a	t	i	o	o	s	x	s	h
v	l	n	e	e	y	z	a	b	c	d	e	f	g	r	t	y	e	a
a	g	o	f	n	i	j	m	u	s	e	u	m	h	u	u	e	r	e
t	y	l	g	t	k	c	a	r	e	e	r	l	m	n	v	x	v	x
i	p	o	t	s	h	e	r	d	s	o	p	q	r	s	w	c	e	l
n	n	g	i	n	f	o	r	m	a	t	i	o	n	t	x	a	a	o
g	o	y	c	d	e	f	g	h	i	j	k	l	m	n	o	v	b	g
a	r	t	s	a	b	d	i	s	c	o	v	e	r	y	a	a	c	y

Words to Find

ancient	information
discovery	preserve
archaeology	museum
artifacts	potsherd
excavating	chronology
record	history
work	career

Abilities **Middle School**

Using the Newspaper

by William Samaras, Massachusetts

Over the past few years, career education has become an increasingly important part of many school programs. The newspaper is an ideal resource tool for educators planning career awareness activities for their students. Every day, in the classified section of the newspaper, a list of "Help Wanted" ads describes actual job openings, job requirements and benefits. Frequently, articles published in the news and feature sections cover job market conditions and various occupations. Here are some suggestions for using the newspaper to promote career awareness:

1. Using the classified ads, chart the variety of jobs available in our area. Examine: educational background required, experience required, potential for advancement, working conditions, salary. Using this information, compare jobs, including such things as the effect education has on job potential and salary.
2. Make it a point to clip all articles and pictures about employment conditions and occupations. Make a bulletin board or dispaly.
3. Though companies are no longer permitted to discriminate because of sex, some jobs seem to be "male-oriented" and some "female-oriented". Discuss why this is so and whether sex should be a factor in employment. Look for articles on women in "male-oriented" jobs and vice versa.
4. Have students request job applications from companies that advertise for positions in the newspaper, so that they can practice filling out applications.
5. Put up charts on the bulletin board with headings such as Skilled/Unskilled, Mental/Physical, Indoor/Outdoor, Service oriented/Product oriented. Collect articles and classified ads for each heading, and have students look for similarities and differences among the categories.
6. Obtain copies of newspapers from different parts of the country and examine the classified ads. What kinds of employment exist in other parts of the country that are not available in our own? How do such factors as weather and geography affect the types of jobs available?
7. Have students examine the classified ads and identify abbreviations (exp. nec., pt. time, per hr., WPM and so forth). Make sure they understand the meaning of these abbreviations.
8. Read obituary columns and wedding announcements to find out about the various types of jobs available in this area.
9. What kinds of attitudes about jobs are portrayed in the comics, news stories and editorial cartoons?
10. Have students look for stories about unemployment. What groups of people have the highest unemployment rate? What factors contribute to unemployment?
11. Interview people who hold different types of jobs. Ask them to describe their work and their attitudes toward it. How did they prepare for the jobs they hold? Have they changed jobs during their careers? Have students write up these interviews and report back to the class.
12. Find examples of actions taken by unions or government agencies that affect employment and working conditions (e.g. strikes, minimum wage law, jobs bills, Occupational Safety and Health Act.)
13. Discuss how environmental conditions, political changes or weather influence jobs. Discuss the impact the arrival of a new company will have on our area.
14. Have students "apply" for jobs advertised in the classified ads by writing resumes and letters of application. Then, have them find an apartment they could afford on their salaries, buy a car and a wardrobe appropriate for work.
15. Go through the newspaper and clip words or pictures representing work equipment used in specific jobs. Make a bulletin board.
16. Using classified ads, find the different methods used to pay salaries. Compute salaries on an hourly, weekly, and yearly basis and compare.

17. Discuss the concept of fringe benefits. What role do fringe benefits play in a wage-earner's life? Examine types of jobs and related benefits.
18. Conduct mock job interviews between students or between students and the teacher. Have the class evaluate them and discuss what kinds of questions you should expect in an interview.
19. Write a classified ad for a job that might exist sometime in the future. (Example: space shuttle pilots). Include working hours, job conditions, experience and salary in your ad.

Abilities — Middle School

Reading Maps

by Josephine Hughes, Florida

The idea below can be changed to fit your city.

Map reading is not a skill to be learned and forgotten but a skill that you will use all of your life. On a state road map you will find detailed maps of the major cities and you can purchase city maps in drug stores and bookstores. The questions below are examples of the kinds that can be asked using two city maps to demonstrate use of maps in one's work.

Map 1: Orlando and vicinity

1. The "center" of Orlando is the intersection of Central and Orange Avenue. In other words, streets are East on the East side of Orange Avenue, West on the West side (such as East Colonial, West Colonial). Off Central they are called South and North (such as South Orange Avenue and North Orange Avenue). Put a 1 to locate a state employment office ten miles east of Ocoee on Colonial. Would the address be 5500 East Colonial or 5500 West Colonial?
2. You answer an advertisement and are told to come to an office across from McCoy International Airport for an interview. Write directions for getting there and put a 2 on the approximate location.
3. You are hired and your new employer gives you the name of a doctor to go to for a pre-employment physical. Her address is 2500 South Orange Avenue. To help you figure out where you are going, you look up Orange Memorial Hospital in the telephone directory and find its address is 1416 South Orange Avenue. If you leave the office to go by to see the doctor on the way home to Ocoee, would you expect to turn right or left when you get to Orange Avenue?
4. What state road would you take to go from your work site to UCF? What would be the fastest route from UCF to Ocoee? (fewer stops, traffic lights, etc.)
5. Between what two roads does the Bee Line run? What is the other toll "local" road?

Map 2: Tallahassee

1. You move to Tallahassee and enroll at FSU. In order to help pay your expenses, you start looking for a job. If you lived near the fairgrounds, what road would you take to get to the courthouse to apply for a job?
2. The map indicates that City Hall is:
   a) two blocks southeast of the courthouse.
   b) two miles southeast of the courthouse.
   c) on the same street as the courthouse.
3. If you went to work at a restaurant near the intersection of US 90 and SR 265, would the address be
   a) 800 East Mahan Drive?
   b) 800 West Tennessee Street?
   c) 800 Apalachee Parkway?
4. Is FSU East or West of where you work? North or South of where you live?
5. I-10 is the best route from Tallahassee to Ocoee. What road would you take from where you live to get on I-10?

Abilities — Middle School

Reading Maps

by Carole Hahn, Georgia

Task cards in a center with city or town maps can give students practice in reading maps and at the same time demonstrate that people do use this skill in their work. Use maps of your own city and of cities outside the U.S.

You are a photographer. Your office is at _____. You are going to photograph animals at the zoo for a campaign on a bond issue. What is your route?

You are an antique dealer with a shop at _____. You are going to an auction at _____.

You are a secretary who has just moved to a new apartment at _____. What is your new route to your office at _____?

You are a sociology professor from the University of Mexico. You have been asked to give a lecture at _____ University. You rented a car at the airport. How will you go to get from the airport to the University where you are speaking?

You are a violinist in the city orchestra which is performing at the _____ tonight. You live at _____. How will you drive, or tell the cab driver to get to your destination?

You are a social studies teacher at _____ middle school. You are taking your students on a field trip to _____. What route will you ask the bus driver to take?

You are going from home to a job interview . . .

You have to go from the branch office where you work to the main office for the first time . . .

You are playing in a band . . .

You are a reporter rushing to the scene of a story . . .

You are a taxi cab driver . . .

You drive a truck for a department store and are making a delivery to . . .

Knowledge — Middle School

Look What's Coming and Going!

by Barbara Ainsworth, Iowa

Objectives:

Intermediate or junior high students in a rural area will be able to:

1. Analyze and describe the type and extent of the local service.
2. Describe the linkages between their community and the rest of the world.

Activity:

After students have been introduced to site location and central place theory (see High School Geography Project), ask them to analyze their own community in relation to nearby and distant locations.

Have students ask local businesses how far they extend their services or send their products. These can be plotted on a map. Newspapers, plumbers, furniture delivery truckers are particularly good examples.

Also have students survey their family and neighbors asking, "Where would you go to buy a tank of gas, groceries, drug prescriptions, furniture, a car?" The responses for each product can be plotted on a separate map.

The results that students acquire from their surveys and maps will provide a more realistic picture of their community. In some ways the nature of their rural isolation will be verified. In other ways, their linkages with near and far places will be graphically portrayed.

Choose one product that is transported in or out of the community. With the aid of the local business contact that handles that product, have the students list all of the occupations that are directly (and then, indirectly) involved with that one product. Be more specific with local career opportunities and generalize those at a distance, unless they are local company representatives serving in a distant place. Have students choose one of the listed occupations and find out more about the daily tasks and responsibilities involved.

Use resource people from the community.

Knowledge **Middle School**

Role

by Carole Hahn, Georgia

Objectives:

Students can identify examples of roles.

Procedure:

1. We expect the principal to see that the school runs smoothly. The principal is expected to have the final word in the school. He or she talks with parents, and sees that teachers are doing their job. This is the principal's *role*.
2. We expect a doctor to wear a white coat, to look in our eyes, nose and throat, to thump on our bodies, to give us a prescription so we will feel better and to charge for the visit. That is the doctor's *role*.
3. Typing a letter is *not* a role.
4. However, expecting a business woman to dictate a letter, to carry a briefcase, to have meetings with people and to go to the office five days a week for eight hours is a *role*.
5. Watching television is *not* a role.
6. What do you think role means?
   (Definition should come close to: roles are sets of behaviors regularly expected of individuals. Write the definition in the students' own words on the board.)
7. Ask the students to explain how each of the following does or does not fit the definition of role.
   a) A teacher is expected to teach students Monday through Friday from about 8 o'clock to 3 o'clock. The teacher is expected to call the students by name, to dress neatly, to teach students new things and to give them tests.
   b) Sitting in a desk.
   c) Teachers coming barefoot to school.
8. Name some occupations and have the students explain the sets of behavior that are expected for each.
   a) Department store salesperson
   b) Conductor of a symphony
   c) Bus driver
9. Ask students to think of more roles for jobs.
10. Expand the concept, and relate to other concepts. Roles are not just paid jobs. Mother, student, and first base player in P.E. are also roles. Each person has several roles. I am a teacher, parent, church member, citizen, etc. Roles change. Teachers used to be expected to be single. Telephone operators used to be expected to be women.

Knowledge **Middle School**

The Opportunity Cost of Decision Making

by Richard Steele, Michigan

Rationale:

This economics lesson for fourth to sixth grade elementary students is designed to help them make decisions. Most people believe "cost" means the dollar and cents amount paid for an item. This lesson will expand that view to include the idea that when money is spent one way it precludes spending it on something else. Opportunity cost is what is given up when decisions are made on how to spend money or resources available.

Objectives:

1. Students will be able to make a decision on how to spend an amount of money.
2. Students will be able to list the criteria they used for making their decision.
3. Students will be able to state the opportunity cost of their decision.

Procedures:

1. Each student should pretend to have $15 to spend for one or several items or forms of entertainment. They may also wish to invest or save all or part of the money.
2. Point out that there are positive and negative aspects to each decision they might make. Demonstrate this on the board with the following example:

   Shall I purchase a soccer ball or a skateboard?

   Soccer Ball Positive: Fun; good exercise; friends will play with me.
   Negative: Can only be used in summer; have to play in a field in another neighborhood.

   Skateboard Positive: Fun; can go fast; won't have to borrow one.
   Negative: No hills near my house; dangerous; Mom and Dad against it.
3. Have students state criteria they might use in choosing one over the other. Ask what is important to each of them. Point out that each person's criteria is different depending on each individual's values and wants.
4. Pass out advertisements, store catalogues, or magazines which list prices for items that your students might be interested in purchasing. Have students write down all they would want to buy with the $15. Have them list positive and negative aspects of each potential purchase.
5. Have students decide on how they will spend their money. They should write down reasons for their decision.
6. Have students state the "opportunity cost" of their decision: for example, "The opportunity cost of buying a soccer ball for $15 is the fact that I couldn't also buy a skateboard. I chose a soccer ball because more people can play with me."
7. Help students apply the concept of opportunity cost by creating other situations besides purchasing items or spending money. Discuss the idea of opportunity cost using an example such as reducing or extending the lunch period for the school. Summarize by pointing out that decisions we make about our time, talents, and resources involve opportunity costs.

Peer Pressure (Role Play)

by Fannie Shaftel, Hawaii

Objective:

The student will identify feelings and alternatives, will state generalizations and his or her values.

I. Setting the stage:

Teacher asks if students have ever said anything their classmates laughed at. Well, today we are going to look at a situation like that:

Mary Bates: Counselor (or teacher)
Jerry: Hero
Linda: Cheer leader
Tome: The class clown
Celeste: The popular girl
Jose: President of the student council
Ruth: Tends to go her own way. Has a few friends but does not go with a crowd.

Mary Bates has organized small group career exploration sessions. She encourages the participants to select a career possibility and explore it with the group.

Last session, Linda said she didn't really know what she wanted to do but her parents thought she ought to go into nursing. Even if you get married she said, you can always get a job if you are a nurse.

Today it is Ruth's turn. Ruth says, I *know* what I want. I'm going to be an auto mechanic.

There was a silence. Tom hooted—A mechanic! Woow-ee!

Celeste began to laugh.

Ruth, furious, turned to Mary Bates and said, "Why not? I'm good with cars. I have three brothers. We all tinker with cars. I can tear down a car and put it together as well as my brothers can. I love cars. And I'm a very good driver! I'd rather work with machines than do anything else.

Mary Bates said . . .

II. Selecting Participants

Avoid choosing individuals who will give adult oriented, socially accepted responses. Ask, who thinks they could play the parts.

III. Preparation—while the actors are getting ready, assign the rest of the class to observe—feelings, consequences, reality, or individuals.

IV. Enactment, followed by discussion. How did individuals feel? Was it realistic? What else could have been said or done?

V. Re-enactments and further discussion.

VI. Decision making: Which of the solutions do you think was best? Why? What does that show about your values?

Abilities (organizing, speaking, listening) **Middle School**

Should women be excluded from certain jobs?
Should men be excluded from others?

by Paul Puryear, North Carolina

Objectives:

1. To make the students aware of a variety of views on a subject.
2. To prepare a student to voice his or her own opinions.
3. To let the students examine the pros and cons of working women.

From an informal discussion of whether women should work and should be allowed to enter any job, select four students to debate the issue. Two will represent the idea that women should be excluded from some jobs, and the other two will take the opposing viewpoint. Do the same for "excluding men from some occupations." Depending on the age of the students, you could either have a formal debate, a panel discussion, or allow the students to field questions from the class. I have found interest is increased if the last activity is videotaped. The tape can then be replayed and the students given a chance to analyze everyone's opinions. Then, a list of pros and cons could be compiled.

Abilities
Valuing **Middle/High School**

Practicing Some Basic Research Skills Using Career Education Ideas
Self and Career Awareness

by William Svoboda, Arizona

This activity might follow the study of any economic or vocational aspect of the social studies. For example, after studying the Industrial Revolution and its resultant working conditions, students can be asked to consider what they want from their job.

The teacher could have students choose the five (5) most important characteristics they hope to have in their vocations from a list similar to the following:

1. High financial reward (at least $_____.00).
2. Job security (little chance of losing the job).
3. Long vacations.
4. Not strenuous (little physical activity).
5. Clean physical environment.
6. Lots of variety in the tasks.
7. Don't have to take work home at night or on weekends.
8. Involves travel throughout the U.S.
9. Interesting work to you personally.
10. Is a job that helps people.
11. Ranks high in prestige among your friends.
12. Work with interesting people.
13. Other(s), specify _____

Follow up: Make a class frequency distribution and maybe graph a list of student choices. Discuss the similarities and differences of the class list and individual priorities. Ask questions such as:

1. Which were the most popular?
2. Which were the least popular?
3. What values are represented?
4. Is one characteristic most important?
5. Can a person realistically expect to have a job that is perfect?
6. Would a person be guaranteed happiness if his/her job had the five characteristics chosen?
7. What characteristics were listed under "other"?
8. In what way can avocations be used to fulfill the differences between desires and realities in one's vocation?
9. How can a person find out whether certain vocations have certain characteristics?

Valuing — Middle/High School

Know Yourself First!

Linda W. Morse & Leah T. Engelhardt, Mississippi

Objective: The student will be able to identify at least one example of his or her own personal characteristics (e.g., abilities, work preferences, values, interests) which relate to choosing an occupation.

This activity contains information for the instructor to present to the students and activities for the student to do to reinforce the concepts presented.

Teacher Information to Use in Class Presentation:

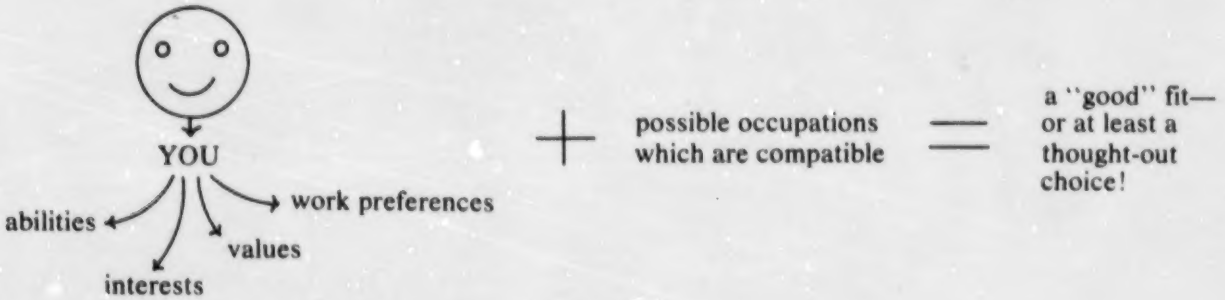
I. What are personal characteristics?

Before you choose appropriate occupations for yourself, you must come to an understanding of some of your own personal characteristics. These are:

Your abilities—those things you do well
Your interests—the things you *like*
Your work preferences—the way you feel about different characteristics of jobs
Your values—the beliefs you hold.

II. Why are they important when choosing an occupation?

All of these four—which represent you—are important to consider first. These things should guide you as you choose an occupation. They should be *matched* to appropriate occupations.



III. Where can you find this information?

How can you find the information about yourself? You can ask yourself. What are your likes and dislikes? Ask others who know you well enough to give you honest information. Check with your school counselor or teacher. He/she may be able to recommend tests for you to take to give you some information.

IV. Sample Student Acitvity: Personal Characteristics

Try yourself on these. What type of personal characteristic is represented by the following?

_____ I like to swim.
_____ I read the newspaper every day.
_____ I don't like being outside.
_____ I've always been a whiz in math.
_____ I love working with wood.
_____ My garden is full of ripe, gorgeous vegetables.
_____ I can type 70 words per minute.
_____ I enjoy keeping up with city council activities.
_____ I believe in helping others.
_____ I think young children are fun to work with.
_____ Loud noises don't bother me.
_____ I don't mind doing repetitious tasks.
_____ I am very artistic.

(NOTE: You may want to branch off with a discussion of how each of these characteristics may help a student find a job.)

Sample Student Activity:

V. Making an inventory of your personal characteristics.

This suggested activity asks 2 major questions: What are my personal characteristics? How can I get objective information about myself?

1. List your personal characteristics.
   Abilities:
   Work preferences:
   Values:
   Interests:
2. Use the chart below to organize your ideas on where you'll find information on your personal characteristics.

SOURCE OF INFORMATION

TYPE OF CHARACTERISTIC	Yourself	Others	Counselors	Grades, Tests
Abilities				
Work preferences				
Interests				
Values				

VI. Evaluation

The following can be used as a test item to assess the objective.

ITEM: For each of the statements below, identify what type of personal characteristic each one represents.

(A) _____ I am very good in English composition.
(WP) _____ I love to work with small children.
(V) _____ I want to make lots of money.
(WP) _____ I like to work with things.
(A) _____ I can use my fingers skillfully and easily.
(I) _____ I like working with oils.
(V _____ I want a job that gives me lots of personal satisfaction.
(I) _____ like to listen to music.

Additionally, the instructor will want to know whether the student has applied these concepts to his/her own situation. Using a chart like the one in V, the instructor can ask the student to identify at least one example of his/her own personal characteristics (e.g., abilities, work preferences, values, and interests). The instructor should encourage each student to see that he/she has these characteristics—even though some students will be shy!

VII. Definitions

In addition to the definitions given in I, the following concepts expand the definitions and can serve as discussion guidelines.

Abilities involve the things you do well. For example, your numerical, perceptual, reasoning, verbal, and manual dexterity skills.

Work preferences involve the way you feel about different aspects of occupations. For example, whether you prefer working with people, things, or facts. It also means how you like to work—with others or alone, working at routine tasks or changing, always-different tasks.

Interests means the things you like. For example, being outdoors, working with scientific or mechanical things, music, literature, art, helping people, etc.

Values involve many different concepts and how you relate to them. For example, security, money, power, fame, service, time, enjoyment, respect, satisfaction, challenge, creativity, etc.

Abilities — Middle/High School

Sample Interview Questions for Career Study

by Betty Loudermilk, Tennessee
Submitted by Trudy Banta, Tennessee

1. Name of occupation?
2. What type of work is done on the job?
3. What type of education is necessary for this kind of work?
4. Is any special training necessary for this job?
5. Are there any special qualities necessary for this job?
6. How do you use reading in your job?
7. What tools do you use in your work?
8. What type of uniform do you wear?
9. Are there any limitations on your job?
10. Why did you enter the field?

11. How do you use math and English in your work?
12. What other jobs have you held prior to this one?
13. What part of your job do you like best?
14. What part of your work do you wish you did not have to do?
15. Are there any hazards in your work?
16. Are you expected to work overtime?
17. Are you paid for overtime?
18. What extra activities are you expected to participate in that are not specifically a part of your job?
19. What hours do you work?
20. What changes have taken place in your job recently?
21. What kind of fringe benefits do you have in your work?
22. Who depends on your work?
23. Is there room for advancement in your job?
24. Is there any other job you would like to do?
25. Do you have any hobbies?
26. Do you have a family?

Abilities (observation) **Middle/High School**
Social Participation

A Day on the Job

by Joyce Chesbrough, Michigan

Students are excused from school one day to spend a day on the job with an adult. They write up a report in which they include responses to who?, what?, where?, why? and how? as well as exact quotes heard, mood of workplace, product or services produced.

Knowledge **Middle/High School**
Abilities

Applying for a Job

by Paul Puryear, North Carolina

Objectives:

1. To give the student experience in filling out applications.
2. To provide the student with interview experience.

The first step of the lesson is fairly simple. Have the student list possible occupations. Visit personnel offices and pick up copies of applications. Mimeograph these and other items needed to gain employment such as a social security application. Ask a personnel manager to visit your class to discuss the personal characteristics they looked for in job applicants. Then have the guest speaker conduct a mock interview with a couple of the students. (These could be video-taped and replayed.) Then, if it is desirable allow the students to conduct their own interviews in a simulation experience.

Abilities (predicting) — Middle/High School

Futures Perspective

Adapted from *100 Ways to Enhance Self Concept in the Classroom*
Submitted by Richard Steele, Michigan

After students have engaged in a strength identifying (individual) or "strength bombardment" (several students brainstorm strengths of each of the other students in their group or class) exercise, have them imagine themselves five years from now if they develop all of the strengths they have identified. Write a few paragraphs about what each future self is like and what its life is like, including a history of paid and unpaid work.

Valuing — Middle/High School

Conflicting Values

by Margaret Breiner, Georgia

Procedure: Read the story situation:

High school graduation is ten minutes away and during the moments before Daniel Ward has been thinking about the past year. It's been a rather difficult time for Dan.

At the beginning of Dan's senior year in high school he went through a series of interest and abilities tests. The tests confirmed (what Dan already knew) that Dan was best suited for a career in some phase of mechanics. There was no doubt that Dan's strengths were obviously mechanically oriented. This pleased Dan but also scared him. His parents expected him to be a doctor. All the men in his family were doctors. His parents couldn't wait to say "This is my son, Dr. Ward." They never imagined he would consider any other career.

Dan set up an appointment with his counselor to discuss the situation. The counselor listened carefully as Dan explained his parents' dream for him. He explained that while he knew he could become a doctor, he really didn't want medicine as a career. His dreams were to pursue a career in mechanics. The counselor's advice for him was to pursue his own dreams but to include his parents in planning for his training.

Dan went home to explain the situation to his parents. He carefully explained that the aptitude tests and counseling sessions encouraged his dream. Dan asked his parents for guidance in planning his training in the mechanical field.

Dan's parents were furious. Not only did they blame the school for Dan's decision, but they also were blaming Dan's friends and counselors. Dr. and Mrs. Ward vowed that they would not pay for Dan's education and they would not attend his graduation in May. He could live in their house until graduation, then he must move out . . . unless he decided to change his mind and major in pre-medicine.

The school year was tense. Dan's grades continued to be good and he was determined to plan his own future. Dan's parents insisted they would not change their opinion. Their son had disappointed them and he would have to make his own way.

. . . Now five minutes until graduation, would his parents change their minds and watch Dan get a scholarship to technical school, or would they stay home?

Objectives for Value Analysis:

Students will state value problem, hypothesize about values, alternatives, and consequences, choose, justify and generalize about their values.

1. What is the problem here?
2. What does Dan seem to value? What do his parents seem to value?
3. What alternatives are possible for Dan? for his parents?
4. What could happen if each alternative were followed?
5. What would you do if you were Dan's parents? Why? What does that show about your values?
6. What would you do if you were Dan? Why? What does that show i important to you?

Alternate Lesson I:

1. What happened? (The students will restate the facts).
2. How do you think Dan felt? Why?
3. How do you think Dan's parents felt? Why?
4. Has anything like this ever happened to you?
5. Who has a different idea as to how Dan and his parents feel?
6. How did you feel when you heard this situation?
7. Why do you think you felt this way?

Alternate Lesson II:

Replay with Joan as the central character. Compare your reactions to the two scenes.

Valuing — Middle/High School

Alternatives and Consequences: Women Plan for Their Future

by Janet Eyler and Barbara Reynolds, Tennessee

1. Cindy has just graduated from high school. She plans to enter the local two year technical institute. Her aptitude test indicates that she has a strong propensity toward careers in electrical engineering and secretarial work.
   What are likely consequences (positive and negative) of choosing each alternative? Which career would you advise her to pursue?
2. Carol and Howard are engaged to be married. Both are twenty-five years old and have careers. Each has several thousand dollars in savings accounts which they have accumulated since graduating from college.
   Should assets, both present and future, be held separately or jointly? What are the consequences for Carol (positive and negative) of choosing each alternative?
3. Bill and Laura live in a large mid-western city, where Bill works at a university and Laura directs an education project for several local school districts. Bill is not satisfied with his job and has received an excellent job offer in another city. Laura has not been able to find employment that would maintain or advance her career in that city.
   What are the alternatives for Bill and Laura? What are the likely consequences for Laura (positive and negative) of choosing each alternative?
4. Maria has always been fascinated by science. She wants a career that would involve her with people. She is interested in studying medicine but her family has pointed out that there are more suitable careers such as nursing, medical technology, or science teaching that would allow her to continue her interests without seriously interfering with her future family life.
   Should Maria continue to aim for a career as a doctor, or pursue one of the other fields mentioned? What are the consequences of each choice.?

Suggested Resource: Decision Tree from *Citizenship Decision-Making* by Roger LaRaus and Richard Remy, Addison-Wesley, 1978.

Knowledge
Abilities

Middle/High School
Personal Finance

Allocating Your Income

Mary Gibbons, Oklahoma
Submitted by Earlene Parr, Oklahoma

The assignment is to pretend that you are going to move out of your parents'/guardians' house and into a place of your own. You have a job making:

$3.94 per hour = $630.00 monthly gross = $500.00 monthly net salary = $8,190 yearly gross.

You must budget only for this income. If you are planning to be married in the immediate future, budget for two people on one income.

You are to rent an apartment or a house from the newspaper want ads. Cut out the ad and attach it to your budget. In addition, call and find out the EXACT cost. Get a brochure to turn in if possible.

You must buy your groceries from the newspaper advertisements also. Do not plan on driving to every grocery store in town for a bargain . . . you'll spend more on gasoline than you save on groceries! Buy enough food to last approximately one month. And plan well-balanced meals!

You should include a list of toiletries and prices. This area includes—make-up, deodorant, shampoo, hair spray, razor blades, perfume, nylon stockings, after-shave, bath soap, toothpaste, aspirin, jewelry, magazines, tapes, records—all of those little things that cost so much money.

Everything will be turned in together. With these assignments, include the page on which we practiced writing checks and making out deposit slips. If you have not finished those tasks, do so. If you need help, ASK!

Meal Planning:

You must make a grocery list for enough food to last approximately one month. You will find the prices of the items that you wish to purchase in the newspaper ads. Thursdays are the best days for finding sales at the grocery store. Thursday is also the day that most stores advertise.

As you plan your menu, be sure that you plan and purchase food that will comprise a well-balanced diet. The following information will benefit you in planning your purchases.

Knowledge (credit and banking; insurance)

Middle/High School
Personal Finance

Banking and Insurance

by Glen Thomas, Montana

I. Banking and Consumer Credit: The student will learn about banking services and the establishment, utilization, and maintenance of credit.

Content Objectives: Students will state that:

a. There are several types of financial institutions which deal with the transfer of money and/or credit.
b. Banks and other credit institutions are authorized by state or federal government to perform certain financial functions.
c. There are numerous substitutes for each which must be used properly.
d. Banks and other credit institutions offer saving and investment services.

e. Consumer credit is an economic tool used to exchange goods, services, or money with a promise to pay at a future date.
f. There are appropriate actions to establish, utilize, and maintain credit.
g. There are different types of credit.

References: Succeeding in the World of Work (McKnight), Chapter 12, "Using Consumer Credit" and Chapter 14 "Using Bank Services"
You and Your Community Bank (Helena Banks)

Speakers: Local bankers to discuss loans and credit, and careers in banking

II. **Insurance:** The student will learn the reasons for insurance, the various types of insurance, and methods for planning and purchasing insurance needs.

Content Objectives: The student will state that:
a. Insurance provides protection against economic loss.
b. There are many types of insurance and that basic types are property, automobile, life, and health insurance.
c. Planning for insurance needs and intelligent buying are important.

References: Succeeding in the World of Work (McKnight), chapter 17, "Using Insurance for Protection"

Speakers: Local insurance agents can talk about insurance basics and planning, and careers in the insurance industry.

Social Participation

High School
Any subject

Publishing a Newspaper

by Sherry Jones, Montana

Need: Learning to take responsibility
To develop a sense of self-confidence
To develop pride in their achievements
To make decisions and be able to stay with them

Goal: To develop awareness of skills necessary for newspaper production, deadlines, responsibility, production, distribution and consumption. To then apply those skills to the actual production of a newspaper.

Activity: After completing any social studies unit, produce a full-sized tabloid newspaper about it. Learning skills of advertising, business management, typesetting, ad design and layout, overall paper design and distribution.

Abilities

High School
Economics/Civics/Sociology
State History/U. S. History

Using Census Data

Carole Hahn, Georgia

Students visit U. S. documents center in their area or local library. Examine census data for their county. Make charts or graphs showing educational attainment, employment status (unemployed groups), employed persons by occupation, by industry, sex, and class of worker, mean income. Compare to similar data for their state and for the U.S.

Abilities

Elementary/Middle/High School
Sociology

Learning Career Goals

by Carole Hahn, Georgia

Introduction:

Teacher shows pictures drawn by students of what they want to be when they grow up—
or
Students write down what they want to be. Class develops a chart showing numbers in each category. What generalizations can you form about what people want to be when they grow up?

Problem Formulation:

Elementary: Where do you think children get ideas about what they want to be when they grow up?
High School: How are youth in our community today socialized to career aspirations?

Hypotheses:

Students make logical guesses to answer the questions. Hypotheses are recorded on chart paper or on board.

Data Collection:

Where could we go to get an answer to our questions? Class as a whole, committees, or individuals may collect data.

1) gather advertisements from magazines and newspapers
2) count jobs presented on television, in newspaper, or radio, in songs
3) observe and record models in school and community
4) examine school textbooks, bulletin boards
5) interview students about what they want to be and if they have known anyone who has done that, or have ever read about that career

Analysis of Data:

1) To what extent are children actually exposed to this? Note if TV programs, newspapers, magazines, are the ones students watch or read.
2) Are men or women pictured?
3) Is there any way our data may not be representative?

Draw Conclusions.

Abilities
Social Participation

High School
Sociology

Is There Opportunity for Me in a Rural Community?

by Barbara Ainsworth, Iowa

Objectives:

Secondary Students in a rural area will be able to:

1. Identify career options available within their community.
2. State whether their career aspirations can be met within the nearby geographic area.
3. Analyze ways in which the community opportunities can change.

Activity:

After students have been introduced to social research methods have them analyze and describe their community from the viewpoint of sociology. Ask them to consider the power structure and its impact upon the economics of the community.

Students interested in service careers should analyze the services available in the community, survey residents for service needs and describe additional services for future possibilities.

Students need to compare their own career alternatives with those currently available in the community. Does the analysis completed by the students indicate future possibilities for careers not currently available in the community?

As a group, students should talk with members of any local business club about the results of their findings. The basic question is: How can the community encourage young people to remain and/or get an advanced education and return to the community with that expertise?

Any existing ties between the school and community which can be strengthened will be valuable both to the inquiring students and to the future of the community.

Valuing

High School
Economics/Sociology

Role Play

by Carole Hahn, Georgia

UNDEREMPLOYMENT

Margaret Franklin is 40 years old, has a masters degree and recently divorced her husband. She just moved with her two children, ages 17 and 13, to a new city. She has spent all summer looking for a teaching job like the one she had before. She had no luck so she began looking for jobs with publishers or in the personnel training department of businesses.

At dinner she announces, "Well, I guess it's lucky I know the alphabet. Today I was finally offered a job—as a file clerk for an electrical supplies company. It pays minimum wage, doesn't use any of my educational or work experience, has two weeks a year vacation, and I can't take time off to keep interviewing for other jobs, but it's better than nothing. I don't know what to do. . . .

1) Role Play **(see Shaftel's stages, page 24)**
2) Play it again, only with a male Franklin as the central character. Does it make any difference?

TIPPING

John, Janet, Dan and Lois have gone out to dinner to celebrate Janet's promotion. The restaurant is crowded, there are only two people waiting tables. Dan announces that he is not going to leave a tip because it took so long to get served. John says, "It's not the waiter's fault his boss won't hire more people. His livelihood depends on tips. . . ."

1) Role Play **(see Shaftel's stages, page 24)**

Valuing

Middle/High School
Anthropology/Sociology

Death Issues

by Sherry Jones, Montana

Need: Awareness of lifestyles, philosophies, opposing points of view and that these have as much merit as their own.
To be able to adapt to new circumstances or abrupt changes.
Articulating and understanding their own personal values.

Goal: To create an awareness of the physical and emotional aspects of death and to come to terms with it through exploration of personal beliefs and values.

Activity: Explore the topic of death and dying through discussions of related literature such as A *Death In The Family*, *Death Be Not Proud*, or *We Are But A Moment's Sunshine*. Arrange a visit to a funeral home and a presentation by a funeral director. Follow with further class discussions and a paper assignment on death to be shared with the rest of the class.

Questions:
1) Would you work for a funeral home?
2) Should workmen's compensation fees be high enough to pay families enough for funerals?
3) Should employers be required to pay survivors benefits to families when workers die on the job because of the job?

Valuing

High School
Government/Economics

Seniority Considered

CASE ONE by Carole Hahn, Georgia

The senority issue is a potentially explosive one-pitting women and minorities against organized labor in its hard-won struggle for seniority. For a springboard, read a news item about affirmative action vs. seniority.

If you were a member of the City Council, faced with the rising cost of energy and with inflation, tax payers who turned down the last two bond issues, a union to which most city employees belong, how would you vote on the mayor's proposed budget which involves cutting back the last 100 police who were hired?

CASE TWO by Paul Raley, Mississippi

Have the class organize as a committee of teachers representing a cross section of their colleagues in the school district. They have been authorized by the superintendent of education to formulate a policy for staff reduction and/or involuntary transfer to be submitted to the school board for adoption. Seniority cannot be the only overriding factor. What factors should be considered and in what priority?

Social Participation

High School
Economics/Government

Tax Service

by Paul Raley, Mississippi

Upon completion of a unit on federal and state income tax filing procedures a class might choose to undertake a tax information and assistance project for their fellow students.

Activities might include:
1) An article in the school newspaper concerning the income tax system—who must/should file, when to file, types of forms, and where they could be obtained
2) Announcements over the public address system concerning the project.
3) Posters to be displayed around campus indicating the times and places for assistance, and the items needed (W-2 forms and appropriate return form 1040A, etc.)
4) Keeping records of earnings, taxes, refunds, number of students with jobs, etc.
5) Survey student population concerning reasons for working, types of jobs, effects on school work, number of hours/weeks worked, etc.
6) Actual Assistance.
7) Follow up publicity in school—local newspaper

Abilities

High School
U.S. History/Economics

Economic Discrimination and Asian Americans
Curriculum Guide, Midwest City-Del City, Oklahoma

Submitted by Earlene Parr, Oklahoma

Generalization:

Asian-Americans were victims of labor exploitation in America.

Indentured servitude provided the means for many Asians to come to the U.S. Ask students to compare the characteristics of slavery with indentured servitude. Then apply those characteristics to the conditions under which Asians and Blacks lived and worked. Ask students to consider for Blacks and Asians:

a) the amount of money offered for emigrating to America.
b) the kinds of jobs offered
c) the wages
d) the working conditions
3) the reasons for emigrating

So that students can see the difference in conditions under which Asians lived when they arrived in the U.S. compared to conditions for many Asian-Americans in the 1980's, ask students to develop a data retrieval chart. They can determine the categories they want to include for Chinese, Japanese, Koreans, and Filipinos. Some possibilities are illustrated below.

	Average Income	Kind of Work	Years of Greatest Immigration	Area of Population Concentration
JAPANESE				
CHINESE				
FILIPINO				
KOREAN				

Knowledge
Abilities
Social Participation

Middle/High School
U.S. History

"You Are There"

Adapted from Curriculum Guide Midwest City/Del City, OK.
Submitted by Earlene Parr, Oklahoma

Purpose:

To relate the experiences of people who lived during the Great Depression to the students, concentrating on the problems of unemployment, distinguish between different causes of unemployment—frictional, structural, cyclical.

Procedure:

1) Divide the class into groups. In order to relate personal experiences of the Depression, especially that of unemployment. Have students read and discuss excerpts from *Hard Times* by Studs Terkel.
2) Tell students to interview people who lived through the Great Depression, or whose parents told them of experiences during the Depression. Suggested age groups are:
   60-80—Adults during the Depression
   50-60—Child's view point
   38-50—2nd generation
3) Students tape interviews and transcribe. Contribute to school library as an oral history project.

QUESTIONS FOR DEPRESSION INTERVIEW

1. Where did you live?
2. What was your father's occupation? mother's? brother's or sister's?
3. Who else lived with your family?
4. What did you think of F.D.R.?
5. Do you feel that the "New Deal" affected your family?
6. Did you ever notice any "homeless" people?
7. What were your favorite songs of the 1930's?
8. Was there as much crime as today?
9. Do you remember your family having to do without some things? If so, when?
10. Do you have fond memories of the Depression days? Why or why not?
11. Whose fault was the Depression—in your opinion?
12. What was a "good" salary then?
13. What was school like during the Depression?
14. What did you do for recreation? Did your family have a car? What were your favorite radio shows?
15. If we had a big Depression today,what would it be like?

Knowledge **High School Economics**

by L.C. Welzant, Georgia

Prior to this students work with concepts of scarcity, opportunity costs, labor market and unions.

Simulation: Students are set up into "factories" to make paper airplanes, using capital resources (paper, crayons, rulers). Factory 1 has one worker; Factory 2, two workers; Factory 3, three workers. At the end of each round the FAA official (teacher) inspects for quality and number produced.

Concepts to be discussed: division and specialization of labor, allocation of resources, quality control, fatigue/boredom, labor vs. management, competition, law of diminishing returns. What is it like to be a factory worker?

Transfer simulated experience to circular flow model.

Knowledge **High School Economics**

Supply and Demand in the Labor Market

Submitted by John Alexander, Louisiana

From page 92, *Free Enterprise* Curriculum Guide, Jefferson Parish Public School System, by John Alexander, Louisiana.

Research and report on relationships between the following jobs, supply/demand, and salary

a. atomic energy plant technician
b. gas station operator
c. oil rig operator
d. electrician
e. beautician
f. unskilled laborer

Invite representatives from companies to talk with class about paying higher wages for scarce skills.

Abilities **High School Economics/Sociology**

Investigation of Women in the Job Market

by Leah T. Engelhardt & Linda W. Morse, Mississippi

Objective:

To compare original hypotheses with generalizations derived from data collection about the current employment status of women.

Inquiry question:

1. What percent of women are currently employed outside the home?
2. What kinds of jobs do women currently hold?

3. How do the salaries of women compare with those of men
4. What training is required for the positions that women hold?
5. What occupations are women "encouraged" to enter?
6. Other concerns generated by discussion.

Hypothesis formation:

Students are encouraged to formulate answers to questions. Answers are recorded for later comparison with data which will be gathered.

Data Collection:

1. Discussion on how to obtain data.
2. Collection of data by individual or group activities.

Analysis of data:

1. Discussion of adequacy of data for answering inquiry questions.
2. Construction of charts and graphs to visually present data.
3. Comparison of data to hypothesized answers.

Deriving generalizations:

Students are encouraged to draw conclusions based upon data.

Evaluation:

Student will prepare a report including data which was analyzed to compare original hypotheses with generalizations derived from investigation. Each report should include student's original hypothesis, the data collected to defend the hypotheses, and the generalization he/she derives. The teacher should evaluate each report based on adequacy of data, completion of required information and other evaluation criteria deemed necessary by the teacher.

Resources:

1. Legislation affecting working women
   Maternity leave
   Title IX
   Affirmative action guidelines
   Minimum wage law
2. Job market statistics
   Occupational Outlook Handbook
   Digest of Education Statistics
   Standard Education Almanac
   Monthly Labor Review (journal)
   Statistical Abstract of the United States
3. Newspapers, Magazines
4. State Employment Service
5. Publications from U.S. Department of Commerce and U.S. Department of Labor, especially Women's Bureau of D.O.L.
6. Union Memberships
   AFL-CIO publications
7. Interviews of working women
8. Interviews of community employers
9. Observations of working women in community
10. Observation of working women on TV
11. Vocational-technical school and college enrollment figures.

Abilities

High School
Economics/U.S. History

Union Membership

Submitted by John Alexander, Louisiana
From page 27, *Free Enterprise Activity Book*
Curriculum Guide, Jefferson Parish Public School System

A. Students interview or give a questionnaire to a sample of adults.
   Include the following questions:
   1. Do you belong to a labor union? Yes____No____
   2. What is the name of the union to which you belong? _____
   3. How long have you been a member?
   4. What are your dues?
   5. Do you attend meetings? Yes____No____
   6. What type of shop operates in the firm where you are employed? (open, closed, union, etc.)
   7. List major benefits in your contract
   8. Have you ever joined a picket line? Yes____ No____ If yes, for what purpose?
   9. If your firm did not have a union representative, how would this affect your wages, job security, working conditions, and fringe benefits?
   10. Do you think public employees (teacher, firefighters, police) should be allowed to form unions and strike? Yes____No____ Explain your answer please.
   11. Has the right to work law in this state affected your working conditions?
B. Tally responses to questions. Present in chart form. Draw generalizations from data.

Knowledge

High School
Economics/Government

Employment

by Glen Thomas, Montana

I. Government Employment: the student will be aware that government employs persons in nearly all occupational areas and that there are established procedures for obtaining government employment.

Content Objectives: Know that:
1. Local, state and federal governments employ one-sixth of the working population in nearly all career fields.
2. The U.S. Government generally hires under the Civil Service system.
3. There are numerous benefits and likewise, some disadvantages in working for government.
4. There are various procedures for obtaining government work.

References and Materials:
1. Career World "Working for the Government"
2. Civil Service pamphlets and announcements
3. State Merit System publications

II. Employment Practices and Services: the student will learn what the State Employment Service and other employment services can do. The student will learn what employers want from employees.

A. **Content Objectives: To know that:**
1. The State Employment Service provides employment possibilities for anyone wishing their service.
2. The State Employment Service handles employment insurance claims for eligible persons out of work.
3. Private agencies provide employment opportunities.
4. There are qualities and skills employers are seeking in prospective employees.

Speakers:
Speaker from State Employment Service to discuss their service and unemployment. Speaker from business to discuss hiring practices.

B. **Content Objectives: To know that:**
1. The U.S. Department of Labor develops job projections for the years ahead.
2. Similar projections for states are made by the Employment Security Division.
3. Projections can be helpful but are by no means infallible.

Abilities

Middle/High School Economics

Student Work

by Carole Hahn, Georgia

Objectives:
1. Students will read charts and state generalizations.
2. Students will state hypotheses, collect data, analyze data and draw conclusions about student work experience.

Procedures:
Students read below, then answer questions in a class discussion.

The National Assessment of Educational Progress (NAEP) gathers information about the knowledge, attitudes and experiences of youth in 10 learning areas, like mathematics, social studies and art. In 1973, NAEP surveyed nine, thirteen, seventeen year olds and adults about career and occupational development.

Eighty six percent of the seventeen year olds who were questioned said that they had held a job for which they had been paid. The types of jobs most often named are show in Table 1. Most of the jobs were part time. Twenty four percent had worked at their jobs longer than a year. Forty-nine percent had worked from two months to a year.

Forty two percent of the 17 year olds said they had participated in unpaid work of some type. In addition, 17 year olds assisted with tasks at home—90% named at least two tasks or chores they had performed.

Of the 13 year olds asked, eighty two percent said they either had or had had a paid job of some kind. Major categories of work done by 13 year olds appear in Table 2.

Table 1. Types of Jobs Most Often Held by 17 Year Olds

Type of Job	Percentage in each job
Service (includes babysitting, waiter/waitress)	40
Clerical	11
Laborers	11
Farm laborers	5
Operatives	6
Sales	5
Crafts	4
Other	4

Table 2. Percentage for Major Categories of Work Done by 13 Year Olds

Service workers (includes babysitting, waiter/waitress, maid/janitor cleaning)	46%
Laborers (includes outdoor work such as cutting lawns, washing windows, washing cars, collecting garbage)	25%
Farm laborers	6%
Other	5%

Fifty two percent of the 13 year olds had participated in some type of unpaid work. Nearly all 13 year olds did some type of work to help out in the home. Ninety-eight percent named at least one task that they had performed and 96% named at least two

Nine year olds were not asked about paid or unpaid work experiences. They were asked about tasks that they did to help out at home. Ninety-six percent had done at least one task to help out at home and 71% had done at least two.

1. What percentage of seventeen year olds have worked for pay?
   What percentage have not?
2. What percentage of thirteen year olds have worked for pay?
   What percentage have not?
3. What kinds of jobs do most thirteen and seventeen year olds do for pay?
4. What generalization can you form about the work experiences of youth surveyed by the National Assessment of Educational Progress in 1973?
5. How do you think any of the trends might have changed since 1973?
6. What do you think is the work experience of nine, thirteen, and seventeen year olds in your community? (State hypothesis)
7. Conduct a survey of 9, 13, and 17 year olds in your community. Ask:
   a. Have you ever worked for pay? outside your home?
   b. If yes, what kind of job did you have?
      Fast food restaurant waiter/waitress _____
      Babysitting _____
      Yard Work _____
      Office work _____
      Other _____
   c. Have you ever done unpaid work, volunteer work?
   d. If yes, what kind?
      Hospital aide_____
      Work for a political group or interest group
      Work with a church group_____

e. Do you have jobs at home which you are expected to do?
f. If yes, what kind?

8. Organize data by age groups. Consider whether the limitations of the data are factors. How representative was your sample of all young people of that age in that community?
9. Conclusion: What is the work experience of 9, 13, and 17 year olds in your community? How does that compare with the 1973 NAEP results?

Knowledge

High School
U.S. History/Economics

Labor Management Negotiations

by Ronald Cocciole, New York

Goal:

Have students participate in and develop an understanding for a process that is found throughout our American economic system.

Behavioral Objectives:

At the end of the role-playing process the students will be able to:

1. List several job titles and label them as being either labor or management.
2. Select either labor or management and explain why he/she identified with it.
3. Explain the various steps in the negotiating process.
4. Explain what went wrong and/or right during the process.
5. Have a better understanding of the term compromise.

Activity:

The class is divided into two sections—Labor and Management. The teacher explains that this is a role-playing situation and that all students are to assume a role of a worker for a fictitious company that is about to negotiate a new contract for the factoryemployees.

A given contract should be read to the "employees" (see sample sheet) and the exact time and date the present contract terminates should be mentioned. The teacher should predetermine how long he or she wants to spend on this activity.

One to two days is an average time to cover the negotiations process. A third day can be used for the mediation step and arbitration. The teacher can assume the roles of the mediator and/or the arbitrator.

Sample

ABC Bowling Ball Company

Labor Employees
Chief Negotiator
Assistant Negotiator(2)
Union President/Worker
Bowling Ball Polishers
Bowling Ball Packers
Bowling Ball Measurers, etc.

Management Employees
President
Vice President of Sales
Treasurer
Chief Negotiator
Company Lawyer
Assistant Negotiators (2)
Financial Experts, etc.

Present Contract for Factory Workers:

$4.50/hour
2 weeks paid vacation after 5 years employment
10% discount on bowling ball
50% - 50% Hospitalization

Factory workers are seeking:

$6.50/hour
2 weeks vacation after 1 year
20% discount
100% company paid Hospitalization

The teacher's role is to explain steps as the negotiating process takes place. The ideal setting is to have the classroom divided—labor members on one side, management on the other and chief negotiators with assistants should face each other with their desks.

The students should understand that the role playing situation was just a learning experience. Many things were either changed or left out to make the overall process more easily understood.

Extension: Invite a representative of labor or management to speak about contract negotiations, possibly over teacher contracts.

Knowledge
Abilities

Middle/High School
U.S. History

Lessons for U.S. History

by Kathy Braun, Wisconsin

Earliest Americans

Data Retrieval Chart of American Indians before Columbus

American Indians	Sample Tribe	Food	Clothing	Shelter	OCCUPATION	Rec Govt.
Arctic	Eskimo					
Subarctic	Cree					
Northwest Coast	Chinook					
California	Pomo					
Plateau	Nez Perce					
Desert	Navaho					
Plains	Comanche					
Eastern Woodland	Mohawk					
Southeast Woodland	Cherokee					
Northern Mexico						
Middle American	Aztec					
Caribbean						
Andean	Inca					
Tropical Forest						

Valuing **Middle/High School U.S. History**

Discovery and Exploration

Wanted:

Young men with experience at sea (although not mandatory). Must be able to travel for long periods of time. Prefer individuals with no family responsibilities. Must be prepared to face unknown and uncharted waters. See C. Columbus, Genoa.

If you were living in the 1490's:

1. Would you answer such an ad? Yes____ No ____ Undecided ____
2. What would be some reasons for wanting an individual whose family did not depend on his providing for them?
3. The ad does not ask for individual's background, previous employment, or references. Why not?
4. Can you think of other jobs in the history of our country where "unknowns" were involved?
5. Write your own ad for a person for one of these other dangerous or "unknown" jobs. (other explorers; wagon train guides, captains, railroad builders (immigrants) astronauts, cowboys, etc.)

Revolution and Independence

The following is a list of famous men and women who played an important role in the founding of our country. Can you find what the occupation(s) was (were) of each? (This could be matching).

Joseph Warren (doctor)
George Washington (surveyor, farmer, soldier)
John Adams (farmer, lawyer)
Thomas Jefferson (lawyer, planter, architect)
Ben Franklin (printer, diplomat)
Paul Revere (silversmith)
Patrick Henry (lawyer)
John Hancock (shipping merchant)
Alexander Hamilton (lawyer, merchant, army aide)
Thomas Paine (writer)
James Otis (lawyer)
Thomas Hutchinson (governor)
Samuel Adams (brewer-went bankrupt-tax collector, politician)
Crispus Attucks (dock hand, sailor, vagrant)
Mercy Otis Warren (writer)
Abigail Smith Adams (housewife, correspondent)
Phillis Wheatley (slave, poet)
Jonathan Trumbull (artist)
Benedict Arnold (merchant)
Ethan Allen (land speculator)
Richard Henry Lee (politician)
John Burgoyne (general, politician, dramatist)
William Howe (Eng. general)
Charles Cornwallis (Eng. general)
Henry Knox (owned bookstore)
Thaddeus Kosciusko (military engineer)
Lafayette (nobleman)
Baron von Steuben (soldier)
Casimir Pulaski (cavalry officer)

Anthony Wayne (surveyor, estate manager)
Nathaniel Greene (in charge of family foundry)
John Paul Jones (sailor)
George Rogers Clark (surveyor and frontiersman)
Nathan Hale (schoolteacher)
Samuel Prescott (doctor)
Thomas Gage (Eng. general)
Haym Salomon (merchant, banker)
Nicholas Herkimer (soldier)
Daniel Morgan (wagoner and soldier)
Francis Marion (planter)
John Dickenson (lawyer and farmer)
Molly Pitcher (servant)
Deborah Sampson (soldier, lecturer)
Anna Zenger (printer)
Anne Catherine Greene (printer)
Nancy Ward (Cherokee war chief)
Mary Katherine Goddard (printer of Declaration of Independence)
Martha Washington (housewife organized army camp women)
Eliza Lucas Pinckney (planter, businesswoman)

Knowledge
Abilities

Middle/High School
U.S. History

Colonial Period

Study as many pictures and stories as you can find about the colonies. List the occupations held by the early American colonists. Then, check those which are no longer in existence. Explain how each has changed in the last 200 years. What careers not in existence 20 years ago do we have today?

Some occupations students may identify are:

sailing
shipbuilding
storekeeper
clerk/bookkeeper
secretary (in govt)
seamstress
mason
bricklayer
surveyor
architect
weaver
fisherman
barrelmaker
farmer
printer
book binder
map maker
teacher
preacher
doctor
soldier
merchant
trapper
miner
glass blower
candle maker
butcher
furniture maker
inn keeper
waitress/bar maid
house servants (cook, butler)
field hands
judges
tinsmith
miller
engraver
silversmith
tax collector
artist
gun smith
blacksmith
distilling liquors
stock companies
leather-saddle maker
horse trader
shoemaker
musician
cobbler

Knowledge

Middle/High School
U.S. History

Labor in the 19th Century

Career Education Team, Tennessee
Submitted by Trudy Banta, Tennessee

While studying the roles of workers and employers in the rise of organized labor:

1. Interview on separate occasions a union leader and a management representative; discussion follows.
2. Role play a labor-management dispute (as for higher wages, shorter hours, benefits, etc.)
3. Keep a scrapbook of current events related to unions and management.
4. Write or contact local union for information about its history and activities.
5. Field trip with opportunity to interview laborers and employers. Follow-up discussion.
6. Develop a graph or chart comparing local unions in terms of size, activities, salaries, benefits, power, etc.
7. Prepare a bulletin board depicting labor grievances in the 1800's with grievances today.

After studying the economic growth and industrial expansion:

1. Student volunteers could simulate a news interview with a 19th century farmer, in which problems are expressed.
2. Class observers of above simulation could write up an editorial, a news release, or an editorial cartoon reflecting the discontent of the farmers.
3. Invite a farmer to speak to the class, and students interviewing should question about areas of discontent, why he or she is a farmer.
4. In a class discussion compare the effects of economic growth and industrial expansion on farmers of the 19th century and today.
5. Trace the process through which a farm product must proceed from production to consumer.
6. Prepare a visual display of the above process.

Sample discussion questions:

1. Discuss the problems faced by workers as a result of increasing mechanization.
2. How did each of the following affect workers:
   a. railroads
   b. business cycle
   c. end of the frontier?
3. What were two of the most common complaints of workers in the 1880's and 90's?
4. Discuss three ways in which immigration affected American workers.
5. Why was the Contract Labor Law of 1884 repealed?
6. Why did American workers decide to organize unions?
7. Describe the purposes, successes and reasons for the decline of the Knights of Labor.
8. How did the A. F. of L. differ from the Knights of Labor?
9. Explain why public opinion in the late 1800's usually supported employers over workers.
10. Show how employers used each of the following against organized labor:
    a. publicity
    b. lobbyists
    c. political contributions
    d. black lists
    e. yellow-dog contracts
    f. lockouts

Abilities

High School
U.S. History

Changing Work Values

by Jill Spellman
New York

Goal:

To understand the reasons for job attitudes, and values about work.

Activities/Strategies:

1. Role Play—Four generations Joe or Josie Worker 1910-1930-1955-1980—each with a scenario discussing job attitude in historical context. For example, the great grandparent says he or she took a job at anything when he or she arrived in America, to support themselves and their families. Joe or Josie Worker, 1980, may write up his or her feeling of apathy and hate for job.
2. After the student presentation, the teacher may encourage a brief discussion before distributing the worksheets.
3. Worksheet for students could synthesize their own values by writing attitudes and reasons. Encourage them to test their hypotheses about relatives by asking them, if possible.

Sample:

Attitudes Toward Work

	Attitudes Toward Work and Economic Success	Historical Factors Contributing to Attitude
Your Great Grandparents		
Your Grandparents		
Your Parents		
You		

Discussion may be channeled to questions like why work at all, or next activity.

4. Show filmstrip/cassette: "Why Work At All"—Guidance Associates—10 minutes.
   Three high school students discuss job "satisfaction", material rewards, personal growth and personal experiences of their parents. Also, the changing role of work for women is included.
   Questions for discussion should deal with:
   a. Is work you hate like part-time suicide?
   b. Why do people work? (Teacher writes list)
   c. Identify the type of work done and compare to previous role-playing scenarios. Discuss similarities and differences.
   d. What should one expect to get out of work? (besides money)

Evaluation:

1. Teacher/student evaluation of the role playing activity.
2. Teacher Evaluation of the charts related to "attitudes toward work."
3. Teacher Evaluation of the discussion after the film.

Knowledge
Abilities

High School
World History

Work in Culture
by Carole Hahn, Georgia

Goal:
To generalize about similarity and variety of work for a particular historic period—across cultures.

England Japan India Ghana Mexico, etc.

What percentage of people . . .
- were landowners?
- worked on others farms?
- owned businesses?
- worked in others' shops?
- worked in factories?
- worked in what other major occupations?

How did people get jobs . . .
- from parents?
- by apprentice?
- through education?
- volunteered, applied?
- any restrictions on sex, ethnic group, family background, age?

Goal:
To develop generalizations about change and continuity in work for one culture.
Do a similar chart to above for one culture over time.

Example: China

1000 BC 1000 AD 1500 AD 2000?

Questions like above

Knowledge

High School
World History

Feudalism in Europe

by Jill Spellman, New York

Goal:
To understand the ways in which occupations relate to needs and functions of society and to understand the Commercial Revolution's social and economic effect on the individual.

Activities/Strategies:
1. Group Work: Teacher prepares scenarios (3 or 4) for group work. Examples of a scenario—(a) You are a farmer. List the methods you would use to create a self-sufficient farm. (b) You are a manufacturer. List the methods you would use to create a self-sufficient business.
2. Role play: The various work roles on a feudal manor, i.e. cart driver, skilled craftsperson. While

the students assume this role for the class, the rest of the class writes down what 20th century comparisons and contrasts can be made.

3. Research current careers that parallel those in feudal period. List occupations that no longer exist.
4. Using textbooks, have students list various occupations within the guilds.
   a. Compare and contrast a craft guild with a merchant guild.
   b. Compare a guild with a labor union.
   c. Compare a guild with a manufacturer's association.
   How did an apprentice become a master artisan?
   Why were merchant guilds more powerful than craft guilds?
5. Discussion regarding conclusions reached about careers as they relate to change.
6. Develop a list of factors related to feudalism's decline.

Evaluation:

1. Students evaluate presentation related to careers and a developing world.
2. Teacher/Student evaluation of credibility of assumed roles related to life in Feudal Manor.
3. Evaluate students' lists of factors related to feudalism's decline.

Knowledge
Abilities

Middle/High School
World Geography

Occupations around the World

by Kathy Braun, Wisconsin

Activity I:

Have students make a list of all the products from foreign countries they can find in their house.

Product	*Description*	*Source*
blouse	yellow & green	Taiwan
radio	transistor	Japan
plate	hand painted	Hungary
camera	35 mm	Japan
wine	rosé	Portugal
perfume	and so on . . .	

Hypothesize:

What does this say about the way people in these various countries are employed?

Test hypothesis. Look in encyclopedias, world almanac, books and write to embassies to test your hypotheses.

Activity II:

Study a world map of natural resources. Then list the country below where certain resources are found and hypothesize about what the people of that area probably do for a living.

Country	*Resource*	*Occupation*
Germany	coal & iron ore	manufacturing
Australia	grasslands	cattle raising
Finland	forests	lumbering
Russia	soil	farming
Middle East	oil	drilling, shipping
Canada	fur animals	trapping

Test hypothesis: Encyclopedias, World Almanacs, Books, Embassy Information.

Activity III:

If students study regions one country at a time, for each country as part of their study have them consider major occupations, income for representative occupations and expenses for a family. Compare to U.S.

Knowledge

Middle/High School
Geography/State History

Employment By Region

by Kathy Braun, Wisconsin

Make a list of about twenty cities in the United States. Next to each city list one, two or three products (or services) for which that city is known.

Examples:
Milwaukee - beer
Chicago - meat
New York - garment
Washington - government
Los Angeles - movies
Detroit - cars
New Orleans - shipping

What are the various ways in which people in one of these cities might be employed? What employment possibilities are part of each of these industries?

(Advertising, secretaries, managers, laborers, tourism, newspapers, transportation, home building)

Do the same with areas of your state.

Abilities

Middle/High School
State or Local History

History of a Business

From Instructional Package, Oregon
Department of Education
Submitted by Chris Hefty

Goals:

To understand why a business located in the community and the types of jobs involved.

Process:

1. Students each choose a business in the community (no duplications) and contact the business for information on its history including:
   the way it was begun
   changes through the years
   types of employees and changes
   product or service changes
   prospects for the future.

2. Students chart this history with pertinent information and pictures from the company or periodicals.
3. Report to the class on the findings. To insure a broad coverage, the teacher might allow only so many investigations from each United States Office of Education cluster area.
   Business and Office
   Consumer and Homemaking Related
   Communications and Media
   Fine Arts and Humanities
   Hospitality and Recreation
   Environmental Control
   Personal Service
   Manufacturing
   Transportation
   Health
   Public Service
   Agribusiness and Natural Resources
   Marine Science
   Construction
   Marketing and Distribution
4. Class compare and contrast information on businesses. Form generalizations about business in their area.

Social Participation

High School Psychology

Psychology Action Learning Program

by Al Rubio, North Carolina

The Psychology Action Learning Program at Smith High School (Greensboro, North Carolina) was initiated on a trial basis in the spring semester of 1975. The course generated from the need expressed by some students to pursue a more intensive study in psychology beyond the one semester course available.

In its inception the course was a two-period, one-credit course offering with students working as interns at Kendall Center and at McIvor School. Since the spring of 1977, the course has carried two credits. This year, students have worked as interns at Kendall Center (in children's services as well as in the adolescent program) and at the Guildord County Developmental Center with more severely impaired young children and adolescents.

The course provides a combination of practical, in the field experience working as aides and assistant therapists with developmentally impaired individuals, as well as a more theoretical critical overview of major psychological models (Behaviorism, Cognitive-Developmental, and Humanistic-Perceptual Psychology). Special emphasis is placed on learning to develop and implement behavior modification programs for the development of basic social and academic skills on the client population.

An additional aim of this internship-seminar program is to give students some first hand experience in the helping professions (e.g. special education, psychological treatment, speech and physical therapy, and child care).

Enrollment is usually limited to ten to twelve students—depending on the needs of the center(s)—who have satisfactorily completed the first semester psychology course and who demonstrate interest and ability both in psychology and in working with people. Permission of the instructor is a pre-requisite for

acceptance into the program. The nature of the program is such that it requires a close working relationship between the students, the center, and the instructor-coordinator.

The program has been most successful based on the center's reactions as well as the students—many of whom have gone on to further college work in the helping professions. Last year one of the two "Volunteers of the Year in N.C." selected from Kendall, was one of the psychology interns.

Knowledge **Psychology**

Self-Concept

Adapted from *Take 10 to Grow* by F. D. Cordell, PH.D. and G. R. Giebler.
Submitted by Richard Steele, Michigan

In these two exercises you can explore the early influences that contributed to your current self-concept. Take ten to fifteen minutes to answer the questions by recalling some of the messages the significant people in your life gave you.

Think about parents and other important adults in your early life.

1. What did they say about your lovableness?
2. What did they say about your physical appearance?
3. What did they say about your intelligence?
4. What did they say about your general ability?
5. What predictions did they make about your future?
6. How did they compare you with other children?

Think about your teachers and childhood friends.

1. What did your teachers tell you about your intelligence?
2. What did they tell you about your physical skills?
3. What message did school friends give you about your general worth as a person?
4. Did your teachers or peers give you nicknames? What did it mean to you?

The important thing to note is that much of what you were told as a child either occurred during moments of stress or was intended to be a casual statement made for no particular reason. Your parents often said things about you when they were angry or upset; your teachers said things when they were disappointed; your peers said things just to tease you or try to appear important.

Which of the above ideas do you believe? How have they influenced your goals in life? Try to find a recent Educational Psychology book to find out what is meant by "the self fulfilling prophecy".

Valuing **Middle/High School**

Decision Making Based on Human Consequences

by William Svoboda, Arizona

Decision making is a constant life activity. It is a many faceted skill that has innumerable applications in social studies and career education. One aspect of decision making concerns the criteria one uses to judge the quality of a decision.

The following matrix is designed to help students recognize that a decision results in action/behavior which in turn results in consequences. These are consequences to people and the consequences have

long-term as well as short-term effects. That is, one criterion which can and should be applied to any decision is, "What will happen to people if the decision is acted upon?" This does not mean that human consequences is the only criterion on which to base a decision. However, it would seem unwise to make any decision without first contemplating what the results of that decision would be in terms of the lives of human beings. Perhaps a humane person could be defined as a person who makes decisions and bases his actions on the positive human consequences as best he can predict them.

The concept of human consequences can be described as consisting of four parts which are: Consequences for self, consequences for others, short term consequences and long term consequences.

The relationships of the four parts of the human consequences concept could be placed in the matrix on the next page and used in this form.

Suggested Topics:

Analyzing career decisions (ex. What if I decided to become an airline pilot?)

As a follow-up activity to values clarification exercises.

Analyzing public policy dilemmas (ex. What if the Social Security system is discontinued?

The final point to be made is that students need to *use* human consequences, as outlined above or as modified to fit the class needs, in a *variety* of situations. If it is a valid skill, it needs to be applied and practiced in the social studies classroom so that it becomes a valid alternative tool in making social and career related decisions.

Human Consequences Matrix

DECISION TO BE MADE _____
(State very precisely)

_____

Fill in each quadrant below with as many *positive* and *negative* consequences that you can predict at this time.

	Short range consequences	Long range consequences
Consequences for self	Positive:	Positive:
	Negative:	Negative:
Consequences for others	Positive:	Positive:
	Negative:	Negative:

TENTATIVE DECISION MADE _____

Career Education and Social Studies: Annotated Bibliography

by
M-Therese Cornellier

Career Education Materials Analysis Instrument, Hedstrom, Judith E.; Williams, Constance M., Social Science Education Consortium, Inc., 855 Broadway, Boulder, CO. 80302 (Publication #207, $1.50 paperbound), 28p.

An instrument designed by SSEC staff to analyze career education curriculum materials for grades K–12 and thus check the educational soundness and accuracy of career education materials. This instrument was used to select the programs included in *Career Education Sourcebook*, Hedstrom, Judith and Turner, Mary Jane.

Career Education Sourcebook, Hedstrom, Judith; Turner, Mary Jane, Social Science Education Consortium, Inc., Boulder Co. (Publication #208, $7.50 paperbound), 1977, 197p.

This publication was designed to help educators find and evaluate programs from K–12 which have both a career education and a social studies emphases. Two forms of analysis, narrative and checklist, provide data and information on each program. This is a source of clear and objective information on the materials reviewed.

Social Studies Resource Guide Grades 7–9, National Business Education Association, 1906 Association Drive, Reston, VA 22091 ($7.50), 283p.

This guide contains enrichment material for junior high social studies students. Activities on values, self awareness, decision-making are included in the appendices.

Teacher-Developed Infused Curriculum Modules, Career Education in Social Studies 7–12, Developed by Partners in Career Education, 1977, 125p., distributed by: It Works, Inc., 1204 Rio Grande, Denton, Texas 76201.

Part I identifies Basic Learner Outcomes as selected for Texas by students, parents, educators, representatives of business, industry, labor and others. Part II gives a Matrix of Basic Learner Outcomes which distributes the Basic Learner Outcomes from Grades 7–12. Part III contains on p. 13 a facsimile of the format used in the sample learning modules. Sample learning modules are presented for Texas History, American History, World History, Government and others.

Tips for Infusing Career Education in the Curriculum, Taylor, Bob L.; Williams, Constance; and others, 1977, Social Science Education Consortium, Inc. SSEC Publication #206 ($3.50 paperbound), part of series of three books to help infuse career education in the social studies.

Defines and illustrates the infusion of Career Education in the Social Studies. The activities demonstrate the infusion model for elementary, middle and high school curricula.

From Dreams to Reality: A Career Exploration Program, developed and published by the Girl Scouts of the U.S.A. Program Department, 830 Third Avenue, New York, NY 10022. The program includes an Activity Book, Career Cards, a Leader's Guide and a Council Guide. The price of the complete program is $6.75.

This program was developed to provide non-sex-stereotyped career education to youth (12–17) within an informal educational, community-based setting encouraging broader career exploration and helping young women to evaluate themselves and their experiences.

Career Education Handbook in Social Studies, developed for Jefferson County Public Schools, reprinted August 1977 by Kentucky Department of Education, Career Education Office, Brown Education Center, 675 River City Mall, Louisville, KY 40202. Contains 27 pages of sample activities for Grades K–12.

Life-Centered Curriculum Program, Syracuse City School District, 409 W. Genesee Street, Syracuse, NY, 1974. This program uses social studies as a point of departure and then integrates other curriculum areas to initiate a new emphasis to elementary education. Twenty-eight units are grouped in three strands called Self-Awareness, Educational Awareness and Career Awareness. The Curriculum was piloted on a district-wide basis and is currently being expanded.

APPENDIX

DEFINITIONS OF BASIC TERMS

from Ken Hoyt
Director of Career Education,
U.S. Office of Education

1. **Work**—conscious effort aimed at producing benefits for oneself and/or for oneself and others. As such, it is unimportant whether such effort is paid or unpaid in nature. What is important is that it represent the basic need of all human beings to achieve—to accomplish—to *do* something productive that allows the individual to discover both who he/she is and why he/she is. With this definition, work is properly viewed as a human right—not as a societal obligation.
2. **Career**—the totality of work one does in his or her lifetime. Thus, any person can have only one career. That career typically begins prior to entering kindergarten and continues well into the retirement years.
3. **Vocation**—one's primary work role at any given point in time. Vocations include paid employment but they also extend to unpaid work roles. For example, we can speak of the "vocation" of the student, the full-time volunteer worker, or the full-time homemaker just as easily as we can speak about the "vocation" of the plumber, the physician, or the engineer.
4. **Occupation**—one's primary work role in the world of paid employment. Economic returns are always considered among the work values of persons engaged in occupations although these might not be considered at all by persons in certain vocations. One can never have an occupation without having a vocation although, of course, one can have a "vocation" without being engaged in an "occupation."
5. **Leisure**—consists of activities, other than sleeping, in which one engages when not performing his or her vocation. Thus, "leisure" holds possibilities for both "work" and for "play."
6. **Education**—consists of all those activities and experiences through which one learns. As such, it is obviously a lifelong process and considerably broader in meaning than the term "schooling."
7. **Career Education**—consists of all those activities and experiences through which one learns about work. As such, it makes no restrictions in meaning whether one speaks about the work of the homemaker, the musician, the lawyer, or the bricklayer. Some work will require advanced college degrees while other work may require no formal schooling of any kind. To the extent that work is judged "successful," it does typically—and, in these times, increasingly—require some learned set of vocational skills.